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ABSTRACT

This companion volume summarizes the data in volume I. Volume I focused on institutions offering a degree in counselor preparation, the administrative units in each institution, and the specific information about each degree program. Volume II offers a composite of this data and also includes figures from 1970 to help readers detect trends in counselor education. Each program emphasis, such as kind of degree, has been tabulated to reflect national conditions. Within each emphasis, major components have been compiled. The major components for each emphasis are as follows: (1) major emphasis; (2) degree level (master's and doctorate separately); (3) title of major; (4) accreditation; (5) number of students enrolled; (6) number of students graduating annually (females and males); (7) admission requirements, including tests and respective scores, number of completed counseling and/or psychology courses; years of work experience, number of letters of recommendation, and whether or not an interview is needed; (8) graduation requirements (hours of academic experience and clock hours of clinical experience); and (9) placement of graduates (job settings). Each major emphasis at the master's and doctoral degree levels has a chapter devoted to it. The format facilitates the comparison of components. Included are over 100 tables of data and an index. (RJM)

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COUNSELOR PREPARATION

1993-1995

Volume II
Status, Trends, and Implications

Eighth Edition

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Twenty-third Year of a Longitudinal Study of Counselor Preparation in U.S. and Its Territories

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COUNSELOR PREPARATION 1993-95

Volume II
Status, Trends, and Implications
Eighth Edition

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Cindy Long, Sheila Sheward, and Susan K. Spille checked data and assisted in translating computer reports into words. Virginia Cooper, Delores Kellogg, and Janet Merchant keyboarded the content. Marguerite Mader typeset the book. With assistance from Sandra Gilmore, the books will be shipped.

As researchers, we are appreciative of the assistance from the hundreds of people who participated. Thanks are extended to one and all.

Joseph W. Hollis
Richard A. Wantz

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Chapter 1

CONTENT AND USES OF VOLUME II

In Volume I are data from all counselor preparation programs responding to the request. Data are provided on each institution, all administrative units in each institution that offers a degree program, and the specific information about each degree program. In Volume II, those data are summarized so that you, the user, have specific data on each program (Volume I) and composite data on each area of emphasis in counselor preparation (Volume II).

In addition, since this is the eighth study, having started in 1970, prior years' data are supplied frequently so that you may see changes, if any, over time. By so doing, trends have been identified and implications listed.

Data supplied in the composite form may answer many questions and may raise other questions. For example, why so much variation within programs with a given preparation emphasis? Is accreditation requiring a minimum standard, which is then becoming the maximum? Volume II data are comprehensive in terms of programs as they exist and in comparison to what has been. However, answers to many questions are beyond the study. Hopefully these data will serve as a foundation for formulating other research studies to answer other questions.

USES

In the following paragraphs are listed potential uses for Volume II. The list is representative rather than comprehensive. As time passes, we welcome your comments about how you used these data and your suggestions regarding how these data could have been reported differently to be more helpful.

1. Compare individual program(s) in Volume I against composite data on that kind of program as reported in Volume II.

An individual program (e.g., mental health counseling) can be compared against the composite of all data for that program at a given degree level. The master's degree programs are reported separately from doctoral level programs.

If considering a given program in say marriage and family counseling/therapy, the data for it could be compared to the composite data for all marriage and family counseling/therapy programs as given in Volume II. This could include number of students enrolled, average number graduating yearly (males and females are reported separately), admission requirements, clinical experiences required, graduation hours required, and settings into which graduates go upon graduation.

2. Comprehend the breadth, depth, and variations in counselor preparation programs.

By comparing composite data from one emphasis (e.g., rehabilitation counseling) to comparable data for each of the other five emphases at the master's degree level, an insight can be gained of differences among emphases at the same degree level. Recognition needs to be made that a specific program at a given institution may be more or less strenuous than the average for all programs with that emphasis in the U.S.

A faculty member could gain an understanding of how the program in which he or she teaches compared to the composite for that program's emphasis. Similarly, a student might gain insight as to how specific programs he or she is considering entering compare with the average for the nation.

3. Gain a concept of changes occurring in the field, specifically in a major (emphasis area) at that degree level.

By comparing 1993 data with prior studies, changes that have occurred over time can be obtained. From those changes can be deducted trends. Because data are reported on each item (e.g., admission, graduation requirements, clinical experiences), trends can be deducted on specific aspects as well as for a given emphasis or major at the master's or doctoral level.

These changes could have implications for faculty and administrative units on a campus in terms of what changes they may need to implement. Also a student considering entering a given program emphasis may find that changes are different than expected and may want to increase his or her effort to complete a program or may decide to consider other alternatives.

4. Become informed of differences and/or similarities among counselor preparation areas.

Not only do programs have different emphases, but they differ in other ways and in some ways are similar. Knowing those differences can be meaningful to faculty, counselor preparation administrators, students, employers, and accreditation bodies.

The summary and composite data provided in Volume II enable the identification of differences among program emphases.

5. Acquire a feel for trends and how they may affect you.

Throughout this volume, trends have been identified based upon data from this eighth study as compared to prior studies. These trends are provided for each aspect of counselor preparation programs. However, Data Collection Forms have been modified from study to study, and as a result, not all data collected in 1993 have comparable data for prior years.

Reviewing trends for a given aspect (e.g., minimum test scores for admission) may be meaningful and may need to be studied for a given emphasis (e.g., school counselor programs). However, trends in one emphasis can be compared to those in each of the other program emphases.

Reviewing all trends for a given program emphasis can provide an overview of what is happening and can be expected to happen in that area of counselor preparation. Then a comparison among the different program emphases can provide an overview of possible things to come in the profession.

6. Obtain an overview of counselor preparation programs.

The majority of information collected in each of the eight studies has been to obtain a status of what is. The last few studies have in addition to status had a purpose to collect what is expected to occur in the next few years and/or what changes have occurred in the last one to three years within counselor preparation programs as reported by the respective administrative units of those programs. In Volume II, these reported status and changes are summarized by each program emphasis to provide a composite of what is, what has been, and what is anticipated. Becoming familiar with these data can provide an overview of counselor preparation programs as we move toward the twenty-first century.

7. Probe differences existing in first year placement of graduates among programs with different emphases.

Into what kind of settings do graduates go during the first year after completing their programs? Are there differences among different program emphases? Are those placements in keeping with expectations based upon program emphases? These and other questions can be answered by comparing data on placement of graduates as reported for each program emphasis at the master's and doctoral levels.

8. Compare social problems and issues with changes occurring in counselor preparation.

Social problems and issues often are the driving forces in modification of higher education. Using that concept, interesting points can be raised. "To what extent are counselor preparation programs responding to social problems and issues?" "In what ways are the changes being made?" "Do courses added reflect change in kind and number to keep counselor preparation

changing at a pace equal to, ahead of, or behind social problems and issues?"

In Volume II are identified courses to be added and ones having been dropped. In Volume I, following the list of faculty members, is provided the departmental changes anticipated as reported by the administrative unit. Social problems and issues were not part of the study but can be obtained from other sources. These then can be related to changes in counselor preparation so that you can draw answers to questions raised in the previous paragraph.

Also identified in Volume II are new program emphases. These are programs for which accreditation bodies do not have criteria for accreditation. Are these new program emphases in response to social problems and issues?

9. Faculty and/or administrators may consider whether trends as reflected in this study are sufficient to cause revisions in local programs.

On some higher education campuses, the modification of an existing program necessitates approval by committees, councils, and other policy and administrative units. Data in Volume II can be the results of a national study that is needed to assist in local program modification. The need may be to change admission or graduation requirements, to change clock hours of clinical experience, to drop or add a course, and/or drop or add a program emphasis. If the local decision making group wants not only national data but also regional or adjacent state data, those can be calculated easily from individual institution data reported in Volume I.

10. Study implications.

This eighth study has compiled, we believe, the most comprehensive data every gathered on counselor and therapist preparation programs. In addition, as authors we have been conducting these studies systematically and periodically since 1970. As a result, trends have been identified by comparing present and former data, and from these comparisons, we have listed what we believe are implications. You are at liberty to draw

your own implications, which at times may differ from ours. Regardless of implications deducted, the very study of these data and trends will give you a data base for looking to the future in counselor and therapist preparation. Without question, programs are changing. Graduates of tomorrow will have had preparation different from graduates of only a few years ago. Will all graduates be able to meet tomorrow's challenges in the mental health field and affective domains with people of all ages?

STATUS, TRENDS, AND IMPLICATIONS

This Volume II is a composite of information supplied in Volume I. Each program emphasis has been tabulated to reflect national conditions. Within each emphasis, major components have been compiled. The major components for each emphasis are as follows:

- major emphasis
- degree level (master's and doctorate separately)
- title of major
- accreditation
- number of students enrolled
- number of students graduating annually
  - —females
  - —males
- admission requirements
  - —tests and respective scores
  - —number of completed counseling and/or psychology courses
  - —years of work experience
  - —number of letters of recommendation
  - —whether or not an interview is needed
- graduation requirements
  - —hours of academic credit
  - —clock hours of clinical experience
- placement of graduates (job settings)

Each major emphasis at the master's degree level has a chapter devoted to it. The same is true for the doctoral level. The format places composite information for a program emphasis together and at the same time provides the same kind of data for

all six program emphases. Thus, a given component can be compared easily from one program emphasis to any or all others.

For each component, status, trends, and implications have been supplied. In Table 1.1 are supplied definitions for the three terms and statements supplied in Volume II for each term.

Table 1.1
Meaning of Status, Trends, and Implications

Term	Definitions	Statements Supplied in Vol. II
Status	Condition Position or rank in relation to others State of affairs	Composite report of 1993 data from Vol. I Interpretation of data obtained Clarification of how data were obtained Notation of cautions, if any, and explaination of why
Trend	General direction or movement Prevailing tendency or inclination	Comparison of 1993 data to prior data Identification of movements —direction —strength Explanation of movements —why (causes) —how
Implication	Close connection Implied Logical relation	Relationship of trend to future movements Identification of trends to possible future —affects in counseling Indication of what may be needed in the future Identification of questions raised by review of data

STATUS

The status is a mathematical composite from Volume I with interpretations (in some instances), clarifications of how data were obtained, and, when appropriate, notations of cautions in use of data. In most cases, the composite is provided in both table and narrative format.

TRENDS

Trends are an outgrowth of reviewing status information and comparing 1993 data to prior data. Where movement has occurred, that is identified. Whenever possible, notations are made of the why.

IMPLICATIONS

Implications require extrapolation beyond data in some cases. Doing so necessitates logical reasoning that may depend upon who is doing it. As much as we could, we drew upon our research background in this field (first study completed in 1971). You as reader possibly can add other implications. If you do, we would appreciate your sharing of those with us.

Chapter 2

BASES OF DATA FOR VOLUME II

In Volume I were provided individual programs offered by colleges and universities throughout the United States. These programs were reported for each area of counselor preparation at the master's degree level and the doctoral degree level.

At the master's degree level, each program was classified by the institution where offered and reported as to one of six titles used by accreditation bodies and/or a seventh area—a program with a major in another counseling specialty. At the doctoral degree level, each program was classified by the institution where offered and reported as to one of three titles used by accreditation bodies and/or a fourth area—a program with a major in another counseling specialty. Three kinds of programs that were in this last classification were tabulated and reported separately—pastoral counseling, rehabilitation counseling, and student affairs counseling.

TABULATION AND COMPUTATION OF DATA

All information supplied by colleges and universities and reported in Volume I were keyboarded into the computer and separated according to the degree level and kind of program.

Then information on each component was computed for reporting the composite information.

Similar information was collected on each program; thus, the composite information can be compared easily from one kind of program to another. In Chapters 8 through 13, the master's level programs are reported—a chapter to each program area. Tables and narrative are provided for the various components. A comparison among different master's level programs is provided in Chapter 14.

In Chapters 16 through 19, tables and narrative are provided for the doctoral level programs similar to what was done for the master's level programs. A comparison among different doctoral level programs is provided in Chapter 15 immediately following the comparison among master's level programs (Chapter 14).

The number of preparation institutions and respective administrative units where the programs are offered are reported in Chapter 4. These have been reported in past years as well as 1993.

The number of faculty members, degrees held, ranks, and time devoted to counselor preparation have been regular components tabulated in each study. The 1993 data and comparable prior data are reported in Chapter 5.

Another component studied over the past few years has been the modification in courses offered. Titles and number of causes were tabulated again in 1993. In Chapter 6, the results are provided with comparable data from prior years.

As counselors' roles and functions change, so must prepreparation programs, and, to do so, changes must occur internally within college and university administrative units where programs are or are to be offered. To gain insight into those changes, each administrative unit offering one or more counselor preparation program was asked to indicate "anticipated changes within your administrative unit within the next three years, 1993 through 1995." Those anticipated changes are reported in Chapter 7.

DATA FROM LONGITUDINAL STUDY

This longitudinal study begun in 1970. In the intervening 24 years, many changes have occurred in counselor preparation. To keep current and to collect data applicable for trends and potential implications, Data Collection Forms have been modified from one study to the next.

Where comparable data were collected in prior studies, those data are presented along with the 1993 data so that you can take note of any changes. When comparable data are available, these become the bases for identifying trends.

Reviewing data over almost a quarter of a century enables one to realize many changes that have occurred. For purposes of this Volume II, the comparison of 1993 data with 1990 data provides sufficient information to deduct trends. In some places, data are supplied for a much longer period of time.

Chapter 3

ACCREDITATION, FACULTY CREDENTIALS, AND CLINICAL TRAINING FACILITIES

The counseling profession has gained acceptance over past years. Many reasons can be cited including social changes and public recognition of benefits to be gained from mental health professionals. As acceptance is acquired and more services expected, preparation programs must change. A large influence in changing programs has been accreditation bodies formed with standards established for accrediting programs. Five accreditation bodies have been prime movers in those changes. Information on those accreditation bodies and the number and kind of programs accredited are presented in Chapter 3, pages 27-61, Volume I.

ACCREDITATION

In Table 3.1 of this chapter is presented a historical summary of number of institutions accredited by the five accreditation bodies. The numbers are shown by years comparable to eight longitudinal studies issued by Hollis and Wantz. Note needs to be taken that Table 3.1 is for number of institutions, not for number of programs. The specific

accreditations by accreditation bodies are presented for 1990 in Hollis and Wantz, 1990, pages 148-182. For 1993, comparable information is provided in Hollis and Wantz, 1993, Volume I, pages 36-58. For specific accreditation by institution, administrative unit, and program see Hollis and Wantz 1993, Volume 1, pages 127-503.

Table 3.1

Number of Institutions Accreditated by Year

	AAMFT	AAPC	CACREP	CORE	COUN PSYCH
1971	NA	5 (AFFLI)	NA	NA	18
1974	NA	11/1	NA	NA	21
1977	NA	17/8	NA	40*	22
1980	NA	22/11	NA	61*	27
1983	24	37/18	22*	70*	37
1986	35	69/28	36*	71	47
1990	49/4	77/33	61*	74*	59
1993	73	36	87*	81*	60

*Listed by Number of Institutions.

For programs in 1990 and 1993 see Hollis and Wantz, 1990, pp. 148-172: and Vol. I, 1993, pp. 36-58.

NA = Not available.

Another aspect of accreditation is in terms of how many programs are or will be seeking accreditation in 1993 through 1995. The information was requested as part of the Data Collection Form (Hollis & Wantz, 1993, Vol. I, p.22). Three hundred eight forms were returned. The tabulation of the information collected is in Table 3.2 of this chapter. Forty-one programs are in the process of seeking accreditation. A total of 346 (324 + 22) others plan to seek accreditation in 1993-95.

Table 3.2

Programs Seeking Accreditations

Accreditation Body	In Process	Applying within Three Years
Amer. Assoc. of Pastoral Counselors (AAPC)		
Institutional Member	2	6
Institutional Candidate	0	0
Institutional Affiliate	0	0
American Psychological Association (APA)		
Counseling Psychology	6	20
Commision on Accreditation for Marrriage & Family Therapy Ed. (COAMFTE)	6	16
Council for Accreditation of Counseling & Related Educ. Programs (CACREP)		
Community Counseling	5	62
Counselor Educ. & Superv.	2	16
Marriage & Fam. Co./Therapy	0	19
Mental Health Counseling	0	28
School Counseling	4	93
Student Affairs Prac. in Higher Educ.		
Administrative Emphasis	2	6
Counseling Emphasis	2	29
Developmental Emphasis	3	10
Council on Rehabilitation Educ., Inc. (CORE)	9	19
Subtotal	41	324

Others--17 responded with 22 planned accreditations including the following: APA Pro. Scientific Psy (1), B & I (1), CAREER (2), CAMPP (1), CCPTP (1), Clin Psy (1), ISBE (1), NASDTEC (1), Nat. Phillipines G & P (1), NCA (1), NCATE (8), and State (3).

N = 308 Forms Returned

In 1993, the total number of programs accredited by the five accreditation bodies was 516 (AAPC, 36; APA, 60; COAMFTE, 72; CACREP, 235; AND CORE, 113) (Hollis & Wantz, 1993, Vol. I, pp. 30-35). On that basis, accreditation procedures are very active: 346 seeking accreditation and 516 accredited. If all who are seeking accreditation were to be accredited, the number would increase by 75%. In terms of master's and doctoral level programs, 1284 programs were reported; thus, less than one-half are accredited.

FACULTY CREDENTIALS

As the number of programs expands and as different kinds of programs are initiated, one question that must be answered is, "Do faculty members have credentials in the respective areas to provide the breath and depth of content and expertise for preparing counselors in the program emphases?" This question and others relating to faculty must be considered when a program is undergoing evaluation for accreditation.

To gain another perspective on faculty credentials, the Data Collection Form in 1993 contained a request for information about the numbers of faculty holding different credentials. The information is reported in composite form to provide an indication of kinds of credentials presently held across the nation.

Table 3.3 contains information about kinds of licenses held by faculty members. The most frequently held license was psychology (745), with counseling being second (574), and marriage and family (238) being third. Fifty-one other faculty members were listed with licenses. The number of different kinds of licenses listed for those 51 people was 21.

Another kind of credential is a certificate. Information was collected as to how many faculty members held certification(s) and what kind (Table 3.4). National Certified Counselor certification was held by 370 faculty members, National Certified Career Counselor certification was held by 52, and Certified Clinical Mental Health Counselor certification was held by 40 faculty members. Forty faculty members are American Board of Professional Psychology approved. The total number of faculty members with certification was 581.

(Continued on page 19)

Table 3.3

Number of Faculty Members Holding Licensure and Kind

Kind	Number of Faculty	Checked but no number given
Counseling	574	3
Marriage & Family	238	1
Psychology	745	3
Others: ACSW	1	
APA	3	
ASSW	3	
Child Psych		1
Clinical Licensure	3	
Ed Psych	1	
Fam & Consumer Studies	1	
LCSW	1	
Lic Sch Psy Examine	2	
Lic Supervisor	2	
MD	1	
MFCC	2	
MSW 23MD/MSW	1	
Nat Reg of Hum Serv in Psy	1	
Pastoral Co	13	
PLCC	6	
Rehab	1	
RN	1	
Sch Psy	5	
Soc Worker	2	1
Sub Abuse	1	

N = 308 Forms Returned

Table 3.4

Number of Faculty Members Holding Certification and Kind*

Kind	Number of Faculty Members	Checked but no number given
Amer Board of Prof Psychology	40	
Certified Clinical Mental Health Co	40	
National Certified Career Couns	52	1
National Certified Counselor	370	3
National Certified Gerontological Co	5	
National Certified School Couns	1	
Psychology	7	
Others: ADAC	2	
CAADAC	2	
Family	1	
M S Psych	1	
NBCC	5	
NAAP	22	
NCSP	5	
NEACS		1
Reality	1	
Reg Prof Coun	2	
School	4	
Sex Therapy		1
SIECUS	1	
State	14	
State CCDC	1	
State Dept of Educ	5	—
Total	581	6

N = 308 Forms Returned
*Note: Also see Table 3.5

Because some faculty members may hold two or more licenses and/or certificates, no percentage of faculty with license or certification can be determined from data collected. Also, no comparable data were collected in prior studies; therefore, no trend can be deducted.

Another way of viewing faculty expertise as shown by credentials is to look at the areas in which the faculty hold certification. As for psychology, that area was covered in licenses in Table 3.3 where 745 faculty members were listed and in Table 3.4 where 40 were listed with American Board of Professional Psychology approval and seven others as holding psychology certification.

Information was collected on four other areas and is reported in Table 3.5. Certification from Marriage and Family was the most frequently listed with 236 holding clinical certification and 186 holding certification as a supervisor.

Rehabilitation certification was second most frequent area with 178 listed. Pastoral certification from AAPC had 62 members listed. In the area of alcohol, drug, and substance abuse, 37 faculty members were identified. A total of 706 were listed in these four areas.

CAMPUS CLINICAL TRAINING FACILITIES

Clinical training (practicum and internship) experience in terms of clock hours required has been increasing. In some programs, part of the experience is provided on campus. To collect information on the campus clinical training facilities, the last part of the Data Collection Form contained space to provide information. Number of responses varied from question to question. Items requested and responses obtained are shown in Table 3.6.

Table 3.5

Number of Faculty Members Holding Certification by Areas

Area & Kind of Certification	Number of Faculty Members	Checked but No Number Given
Alcohol, Drug, & Substance		
NCAC I	17	1
NCAC II	18	0
Others: State	1	
Apprentice Co in Sub Ab	1	—
Subtotal	37	1
Marriage and Family (AAMFT)		
Clinical	236	6
Supervisor	186	1
Others: Dept of Ed		1
Family Life Educator		1
Fellow AAMFT	1	
Supervisor in Training	5	
In Training	1	—
Subtotal	429	9
Pastoral (AAPC)		
Diplomate	20	1
Fellow	26	
Member	15	
Other: Prof Affiliate	1	—
Subtotal	62	1
Rehabilitation		
CIRC	10	
CRC	155	3
CVE	12	
Other: ABLE	1	—
Subtotal	178	3
Total	706	14

*Note: Also see Table 3.4
N = 308 Forms Returned

Table 3.6

Campus Clinical Training Facilities

	N	Yes	No	Percentage Yes
Programs with an on campus training facility	303	182	121	60%
On campus training facility separate from institution's counseling/ psychological services center	176	125	51	71%
The training facility works with clients from the community	176	142	34	81%
The training facility has a clinic director/adminstrator	177	142	35	80%
Percentage of time the director is assigned to the clinic 132 gave percentages with an average of 53%				

Three hundred three administrative units responded regarding whether or not their programs included a campus training facility: 182 or 60% of the programs do. One hundred seventy six responded regarding whether or not the training facility was separate from the institution's counseling/psychological service center: 125 or 71% responded that the facility was separate. One hundred seventy six responded regarding whether or not the training facility works with clients from the community: 142 or 81% responded that they do.

The question was asked as to whether or not the training facility has a clinic director/administrator. Of the 177 who

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responded, 142 (80%) answered that they do. Thus, 177 responded to this question but 182 have an on-campus facility. As to percentage of time the director/administrator is assigned to the clinic, 132 responded with an average of 53%.

No comparable data were collected in prior years; therefore, no trend can be offered based upon these data. Also, no information was collected as to what percentage of the clinical experience is done on campus.

Chapter 4

PREPARATION INSTITUTIONS, ADMINISTRATIVE UNITS, AND PROGRAMS

Within a given college or university may be more than one administrative unit offering programs in the preparation of counselors and/or therapists. For example, a certain university may prepare student affairs counselors within the Department of Higher Education, school counselors and community counselors in the Department of Counseling and Educational Psychology, and counseling psychologists in the Department of Counseling Psychology. In the example cited, the one *institution* would have three *administrative units* and four *programs*. Thus, in interpreting data, one must be sure to recognize whether the number reported is for institutions, administrative units, or programs.

The name of the administrative unit housing a given program may vary from one institution to another. Also titles of majors vary considerably. These differences must be recognized when using these data. To help overcome the possible conflicts, the following steps have been taken in this 1993-95 study:

1. Listing of a program was the responsibility of the administrative unit.

2. Classifying a program was the responsibility of the administrative unit. The Data Collection Form (see pp. 14-22, Vol I, 1993) requested information by degree levels (master's and doctoral) and by emphases. At the master's level, the headings were Community Counseling, Marriage and Family Counseling/Therapy, Mental Health Counseling, Rehabilitation Counseling, School Counseling, Student Affairs Counseling, and/or another counseling specialty. At the doctoral level, the headings were Counseling Psychology, Counselor Education, Marriage and Family Therapy, and/or another counseling specialty. Thus, regardless of the title of the major, the administrative unit determined the emphasis rather than this being done by someone not associated with the program or institution.

3. Various sources were consulted to locate as many administrative units as possible that might have one or more programs. If we had to decide, the intent was to error on the side of over including rather than eliminating. Thus, Data Collection Forms, in some instances, were sent to administrative units that did not offer a program meeting the criteria for inclusion. By so doing, some completed forms (76) were received but not tabulated, and probably some forms were not returned because the administrative unit did not consider it appropriate. How many of the 165 not responding (Volume I, 1993, pp. 505-516) were for that reason is unknown. We may have missed sending for information from some administrative units. If so, please let us know so that their programs can be included in the next study.

NUMBER OF ADMINISTRATIVE UNITS

The number of Data Collection Forms sent in 1990 and in 1993 are shown in Table 4.1. Because the scope of the study was broadened to include pastoral counselor preparation programs, and because of the additional effort to include every administrative unit that possibly might offer a program, the number of Data Collection Forms sent was 58% (798 compared

to 504) larger this time than in 1990. Because of the difference, questions must be raised before drawing conclusions based on a comparison of 1993 data to 1990 data.

Table 4.1

Number of Administrative Units Responding

	1990	%	1993	%
Number Sent Data Collection Form	504		798	
Responses Received and Used				
Long Form	361	81%	435	81%
Short Form	86	19%	105	19%
Total	447	100%	540	100%
Form Received But Omitted from Study (Criteria were not met)	NR		76	10%
Not Responding	57	11%	165	21%

NR = Not Reported

Were 1990 data comprehensive? Based on the feedback we received after 1990 data were published, the answer is yes. Less than one percent omission was called to our attention.

Why the large increase in number of administrative units in 1993 over 1990? The inclusion of every program listed by all five accreditation bodies made the assurance of every accredited program being sent a Data Collection Form. By using these lists, a few administrative units were located outside the United States. Also, the American Association of Pastoral Counselors (AAPC) was included in 1993 and not in 1990. Another reason is that some administrative units that did not offer programs were sent forms. Seventy-six responded but were not tabulated because they did

not meet the criteria. How many more of the 165, who did not respond, did not have a program is unknown. Some new programs have been instituted over the past three years, but the number was not tabulated. If all reasons listed are considered, then the 1990 number of forms sent was proportionately the same as in 1993.

In 1990 and 1993, if an administrative unit did not respond to the regular Data Collection Form, a shorter form was sent to obtain information. In both years 81% of the responses were on the regular (long) form (Table 4.1).

Because effort was expanded to include all possible institutions, 76 responses (Table 4.1) were received that did not meet the criteria for this study. Those responses were not included. The number of other institutions that were sent forms but do not have a program that meets the criteria is unknown. We can only speculate that some did, and knowing they did not meet the criteria, they did not return the form. If that speculation is true, that may explain why responses were not received from some of the 165 administrative units. A list of those units, alphabetically by states, is provided on pages 505 through 516 in Vol I of this eighth edition.

The 1993 study identified 540 administrative units as compared to 447 in 1990, an increase of 93 units (21%).

TRENDS

Because of the expansion of sources from whom data were sought, data for number of institutions and administrative units are not comparable for 1990 and 1993. As a result, identifying a trend in number is not possible. Some general statements can be made that may be helpful.

1. Pastoral counseling has gained recognition, and as a result, programs offering graduate level degrees in pastoral counseling have been added to the list.

2. If programs have been dropped over the past three years, these were not identified.

3. As the list of institutions was expanded, the percentage not responding increased. Whether this occurred because institutions did not offer counselor/therapist programs and felt it inappropriate to send information, or did not respond for other reasons, is unknown.

IMPLICATIONS

When trends cannot be made, then the implications are harder to deduct. However, some implications can be made about the data presented in Volumes I and II.

1. Not all counselor/therapist administrative units and their respective programs are included. Therefore, caution must be taken in using these data. The study does include a higher percentage (having obtained approximately 4 or more out of every five) than generally is achieved from questionnaires.

2. As far as we can deduct, these data are representative of all institutions, and as such, they can be considered comprehensive.

3. If expansion or reduction in number of administrative units has occurred in the past three years, we believe these are small.

NUMBER OF ADMINISTRATIVE UNITS PER HIGHER EDUCATION INSTITUTION

Again in 1993 as in 1990, information was compiled as to the number of administrative units on a campus offering one or more degreed programs in counselor/therapist preparation. In recognizing these numbers, realize that no attempt was made to collect data on social work programs, clinical psychology programs, or nursing programs.

In 1990, data were obtained from 447 administrative units as compared to 540 in 1993 (Table 4.2). A large majority (87% and 86% respectively) had only one administrative unit in charge of the counselor preparation on those campuses. A total of 67

Table 4.2

Number of Administrative Units per Higher Education Institution

	1990	%	1993	%
One Administrative Unit	381	87%	394	86%
Two or More Administrative Units*	56	13%	67*	14%
Total =	437	100%	461	100%

*Specifics for 1993	#	%
Two Administrative Units	56	12%
Three Administrative Units	10	2%
Four Administrative Units	1	—
Total of Two or More Administrative Units =	67	14%

Note: Higher Education Institution was taken to mean located in same city. If an institution had two separate campuses to which addresses and programs were given separately, then it was considered as two institutions.

Administrative Unit included departments and other terminology to indicate the housing of a program for adminstrative purposes.

Thus, 461 higher education institutions with 540 different administrative units were identified.

campuses (14%, Table 4.2) in 1993 had two or more administrative units. Of those 67 campuses, 56 (12%) were with two administrative units, 10 (2%) were with three units, and one was with four units. No campus had more than four administrative units.

TRENDS

The number of administrative units per higher education institution does not appear to be changing nationally—neither increasing nor decreasing.

IMPLICATIONS

Program emphases in counselor preparation are an outgrowth of contributions by several disciplines. As such, programs are housed in different administrative units among campuses.

If the number of programs expand, the likelihood is that the present arrangement of housing programs will continue.

If the two preceding statements are realistic, and we believe they are, then the possibility of housing all counselor preparation programs under one administrative unit on each campus is not possible, at least not in the near future.

NUMBER OF PROGRAMS PER ADMINISTRATIVE UNIT

To gain a picture of how many programs are offered, these data were tabulated in 1993 (Table 4.3). The 522 administrative units reporting listed 1,301 programs (average of 2.5 programs per unit).

Another way of analyzing data was to ask how many administrative units offered only one program, how many two, etc. The information is shown in Table 4.3. Of the total 540 administrative units, 147 (27%) offered only one program, 150 (28%) offered two programs, 120 (22%) offered three programs, and 64 (12%) offered four programs. Four administrative units offered nine programs each. These numbers count both master's and doctoral programs.

Table 4.3

Number of Programs per Administrative Unit in 1993

Number of Programs* per Adm Unit	Number of Adm Units Reporting	% of Total Units	Total Programs	% of Total Programs
No program listed	18 Adm Units	3%	0 programs	
1 program	147 Adm Units	27%	147 programs	11%
2 programs	150 Adm Units	28%	300 programs	23%
3 programs	120 Adm Units	22%	360 programs	28%
4 programs	64 Adm Units	12%	256 programs	20%
5 programs	20 Adm Units	4%	100 programs	8%
6 programs	17 Adm Units	3%	102 programs	8%
7 programs	0 Adm Units		0 programs	
8 programs	0 Adm Units		0 programs	
9 programs	4 Adm Units	1%	36 programs	3%
Total =	540 Adm Units	100%	1301 programs**	101%

* Programs represent both master's and doctoral.

** Average number of programs per administrative unit = 2.49.

The median and mode are two programs per administrative unit.

The administrative units with three programs each accounted for 28% (360) of all 1,301 programs. The next highest was administrative units with two programs each that accounted for 23% (300) of all 1,301 programs (Table 4.3).

TRENDS

Because comparable data were not collected in prior studies, no data are available upon which to base trends. One conclusion is that the number of programs offered by an administrative unit varies considerably.

IMPLICATIONS

Approximately three out of every four administrative units offered two or more programs and some as many as nine.

Based on the data we have, we could not deduct that number of programs offered was a major factor. It may or may not be an indication of resources and breadth of offerings.

NUMBER OF PROGRAMS REPORTED AND NUMBER ACCREDITED

In Table 4.4 are shown the number of programs reported and the number accredited. These data are shown by degree levels and by majors within those degree levels.

Master's Level Programs Reported

In 1990 and again in 1993, the largest number of programs offered was in school counseling. The number of school counseling programs increased significantly, 32% (from 263 in 1990 to 348 in 1993). The increase cannot be accounted for by the difference in percentage of returns of forms sent. No data was collected as to when programs were first initiated; however, one explanation is the initiation of new programs or reactivation of former programs.

(Continued on page 34)

Table 4.4

Number of Programs Reported and Number Accredited

Degree Level and Major	1990 Total Reported	1990 Accredited #	1990 Accredited %	1993 Total Reported	1993 Accredited #	1993 Accredited %
Master's Programs						
Community Counseling	?[a]	47	?	204	77	38%
Pastoral Counseling	NR	NR	—	?	36[b]	—
Marriage & Family Counseling/Therapy	30	22	73%	102	28[c] +6	33%
Mental Health Counseling	160[a]	3	2%	85	3	4%
Rehabilitation Counseling	61	79	100%	88	77	88%
School Counseling	263	45	17%	348	74	21%
Student Affairs	NR	19	—	108	29[d]	27%
Other Couns. Specialties	11	NR	—	151	NR	—
Subtotal	525	215	41%	1086	330	30%
Doctoral Level Programs						
Counseling Psychology	54	55	100%	71	60	85%
Counselor Education	44	24	55%	65	30	46%
Marriage & Family Counseling/Therapy	6	8	100%	18	10[c]	56%
Pastoral Counseling	?	?[b]	—	12	?[b]	
Rehabilitation Counseling	3	?[b]	—	15	36	
Other Couns. Specialties	NR	NR	—	17	NR	
Subtotal	107	87	81%	198	136	69%

Table 4.4 continued

Degree Level and Major	1990 Total Reported	1990 Accredited #	1990 Accredited %	1993 Total Reported	1993 Accredited #	1993 Accredited %
Others[f]						
Certificate of Advance Study	NR	NR		1[f]	NR	
Post-Degree/Master's or Doctoral Training	NR	NR		12[f]	NR	
Specialist in Educ Degree	NR	NR		10[f]	NR	
Subtotal	NR	NR		23[f]	NR	
Total Number of Programs Identified	632	201	32%	1307	466	36%
Admin Units Not Responding (from pp 505-516, Vol I)	57	NR		165[e]	NR	
Total	689			1472		

NR = Not Reported

a = 1990 data had community counseling tabulated with mental health counseling.

b = Information supplied does not separate as to degree level, master's and/or doctoral.

c = See p. 32 of Volume I for status on program accreditation in Marriage & Family therapy.

d = Includes counseling emphasis. See page 33 of Vol. I for other types.

e = Programs not responding may not have an active program or may have one, two, or more programs, thus this number must be used with caution.

f = Other degree levels were not requested. Data reported are for those that supplied information; however, because these data were not requested, the information is probably not complete and possibly could be very misleading.

In 1990, mental health counseling and community counseling were tabulated together with a total of 160 programs, placing them second in rank in number of program emphases. In 1993, they were tabulated separately with 204 programs (rank 2nd) in community counseling and 85 programs (rank 6th) in mental health programs. When the two are combined (204 plus 85), there are a total of 289 programs in 1993, which is another significant increase, 81% (from 160 in 1990 to 289 in 1993). The explanation, as far as we can detect, is due to the initiation of new programs in both of these emphases.

Programs in student affairs had no number listed in 1990; however, in 1993 the number was 108. This was a rank of third among the six areas specified.

Marriage and family counseling/therapy made the greatest percentage increase (240%), from 30 programs listed in 1990 to 102 programs listed in 1993. This represents a significant increase in number of master's level programs in marriage and family counseling/therapy.

Rehabilitation counseling also made a 44% increase in number of reported programs. In 1990 the number was 61, and in 1993 it was 88. The size of the increase is believed to be due to new programs being initiated.

An interesting number to note is the increase in number of programs listed as "another counseling specialty." These are programs that the administrative units classified as having an emphasis that falls outside the six areas listed. The increase was 1,273%, or a change from 11 programs in 1990 to 151 programs in 1993. The increase is significantly large enough to necessitate examination as to (1) trend, (2) what the new emphasis is or emphases are, (3) causal factors producing motivating forces to cause the new implementations, and (4) implications for counselor preparation, accreditation, and professional organizations that can or do represent graduates from these programs.

Note needs to be taken that pastoral counselor programs were not tabulated in either 1990 or 1993. No specific classification was listed on the Data Collection Form; however,

several forms were returned in 1993. This may have caused an increase in one or more of the seven emphases, with the most likely one being "another counseling specialty."

Doctoral Level Programs Reported

Counseling psychology as a major was first in number of programs offered at the doctoral level in both 1990 and 1993 (see Table 4.4). An increase of 31% occurred from 1990 (54 programs) to 1993 (71 programs).

Counselor education as a major was second in number of programs offered at the doctoral level in both 1990 and 1993. An increase of 48% in number of programs occurred from 1990 (44 programs) to 1993 (65 programs).

Marriage and family counseling/therapy made the greatest increase, 200%, with a change from six programs in 1990 to 18 programs in 1993.

For pastoral counseling at the doctoral level, no data were obtained in 1990. In 1993, 12 programs were reported. AAPC did not specify the number of accredited programs that were doctoral as opposed to master's.

The number of reports obtained from rehabilitation programs was disappointing. A total of 15 reported; however, 36 are accredited.

Other counseling specialties at the doctoral level were not tabulated in 1990; however, 17 such programs were listed in 1993. Because we have no 1990 data, no specific increase can be calculated. However, if 1990 had too small a number to tabulate, this would lead one to deduct that change at the doctoral degree level in other counseling specialties is an increase and is in keeping with changes at the master's degree level. The titles of doctoral level programs that were listed in "another counseling specialty" seem to have no pattern; thus, we are not able to deduct trend or even whether or not the thrust is in preparing graduates to work primarily in a counseling role.

Master's Level Programs Accredited

In the preceding two sections, notes were made of increases in number of programs offered. With that occurring, the question that can be raised is, "Is accreditation of additional programs occurring at a rate comparable to the increase in number of new programs?" Data to examine that question is supplied in Table 4.4.

Community counseling (taking emphases in alphabetical order) had no number given separately in 1990. To calculate these emphases, we will join community counseling with mental health counseling. In 1990 we had 160 programs listed, with 50 accredited (47 in community counseling and 3 in mental health counseling) or a total of 31%. If the same combining is done for 1993, we had 204 in community counseling and 85 in mental health counseling for a total of 289 programs listed and 77 plus 3 or a total of 80 programs accredited, which is 28%. On bases of those numbers, new programs are being initiated at a rate faster than accreditation even to maintain a similar percentage. Another point to note is that only 4% of the 85 mental health programs listed in 1993 were accredited.

For marriage and family counseling/therapy, the number of new programs is being added much faster than programs are being accredited—22 programs accredited in 1990 with 30 programs reported or 73%. In 1993 a total of 34 programs were accredited and 102 programs reported or 33% accredited. Factors that may have a direct bearing on these numbers are (1) the recent adding of a new marriage and family division to the American Counseling Association, (2) the recent adding of an accreditation classification by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and (3) the time lag between initiation of a program and the accreditation. The extent to which these three factors account for the decrease in percentage of accredited programs is beyond the scope of this study.

Rehabilitation counseling has had 27 additional programs reported since 1990 without an increase in number of accredited programs (2 programs less). These numbers, if used, need to be used with extreme caution. Note that more programs were

accredited in 1990 than responded to the request for information. If the 1993 data are used, then rehabilitation counseling has the highest percentage of programs accredited of all programs listed.

Percentage of accredited school counseling programs has increased from 1990 (17%) to 1993 (21%) while at the same time increasing the number of programs by 85 from 263 in 1990 to 348 in 1993.

Student affairs emphasis has no data for 1990. In 1993, 108 programs are reported with 29 programs accredited or 27%.

Doctoral Level Programs Accredited

Counseling psychology had 55 accredited programs in 1990 and 60 in 1993. Not all programs supplied data in 1990, so the percentage shown is questionable. The percentage for 1993 is 85%.

Counselor education programs have increased by six the number of programs accredited over the past three years. However, 21 more programs have been reported; thus, programs are being added faster than accredited or even faster than the rate to maintain the same or greater percentage accredited.

Marriage and family counseling/therapy had 10 programs accredited in 1993, all by the committee from AAMFT. The accreditation program by CACREP was too new to have completed accreditation of doctoral programs for this edition of the study.

With responses received from only 15 doctoral level rehabilitation programs, we believe that the information collected is too few to be a true representation. A total of 36 programs were reported to have accreditation. The reason for the small returns can only be speculated. One reason may be in the way the Data Collection Form was designed in that no specific area was designated for listing such programs other than "another counseling specialty." (See pages 20 and 21, Volume I, 1993.)

Total Number of Programs Reported

In 1990 a total of 632 programs (Table 4.4) reported data. In 1993 a total of 1,086 master's programs and 198 doctoral programs reported data for a total of 1,284 programs. This is double (2.03 times as much) in a three-year period. These numbers raise questions that we cannot answer with certainty.

Did we have a better percentage of return in 1993 than 1990? No, in reality we had a slightly smaller percentage return.

Did we increase our scope sufficiently to account for the increase in number of programs? No, as reflected in Table 4.1.

Was the Data Collection Form improved significantly to gain a more complete listing by administrative units? This question is harder to answer. The Data Collection Form was modified considerably. In some ways, the 1993 form was more specific and could have caused more comprehensive listing; however, to do so would require more time and effort for this specific aspect of the form. The overall form probably required less time and effort but initially may have looked more complex. The 1993 form was designed according to feedback from the field (administrative unit personnel)—people who have supplied data in the past. The new form may have been more acceptable but would not be expected to cause more programs to be listed than would have been on the 1990 form.

Is the increase a true gain? If the increase due to increase scope is taken out, the remaining increase is believed to represent a realistic trend in what is happening in preparation of counselors.

Total Number of Programs Accredited

The number of accredited programs has increased even more percentage wise than the number of programs reported (Table 4.4). In 1990 a total of 302 programs were accredited. In 1993 a total of 466 programs, or a number almost one and one half times as large, were accredited. If the 36 rehabilitation counseling programs for which no comparable 1990 data were

supplied are removed, then there is an increase from 302 in 1990 to 430 in 1993 or a number more than 1.4 times as large.

TRENDS

Tables 4.1 and 4.4 contain the information to conclude that the trend is definitely toward more programs and an increase in number of accredited programs. Also the accreditation bodies are expanding to include more programs than were accredited previously; e.g., CACREP now has accreditation for marriage and family counselors.

Another aspect that has occurred in recent years is an accreditation body for pastoral counselors. At this point we have no data on other specific areas to be accredited, but ones that may be worth watching are gerontological counselors, career counselors, and alcohol and drug abuse counselors.

Beyond the previous statements, the following trends are deducted from data provided.

1. Not only is the number of programs increasing but also is the number of administrative units.
2. The school counseling programs are increasing at the fastest rate (85 more than in prior study three years ago).
3. The marriage and family counseling programs are increasing at a faster pace than other programs if the small number (30) in 1990 is considered in comparison to the 102 programs in 1993.
4. The increase in "other counseling specialties" seems to be a trend toward preparing counselors for settings other than those normally listed by the five accrediting bodies.

IMPLICATIONS

The increase in number of programs in every preparation area raises several points that probably have implications.

1. The increase in number of programs may present a challenge to increase placement opportunities at the rate at which counselors/therapists are graduating.

2. Is the increase in number of programs a reflection of public acceptance? If so, what are public expectations of counselors' roles and performance? If public acceptance has changed, have the preparation programs changed sufficiently to meet the new expectations?

3. The increase in "other counseling specialties" is sufficiently large to cause a deeper look at what kind of counselors are being graduated. What are the data bases for course requirements and experiential components?

4. With fast pace in increased number of programs, what is or are the motivating force or forces?

5. If the emphases are broadening, do we have sufficient background to establish accreditation criteria, and should we accredit early programs that have new emphases?

6. With the new emphasis in preparation of counselors/therapists to fill roles not presently accredited, will our present professional organizations adequately serve or modify so that they can serve counselors with new and/or different preparation emphases?

Chapter 5

FACULTY

The faculty who devote time in preparing counselors are an important part of counselors' preparation. Their academic backgrounds, time spent, and rank of faculty often reflect the commitment of the administrative unit to programs offered. The ratio of faculty to students, calculated on a full-time equivalency, is one way of evaluating the likelihood for a quality program.

In this chapter are supplied composite data from all 523 administrative units that supplied faculty information this year. Those data are compared to data from prior studies to provide trends, if any, and possible implications.

The total number of faculty members identified has increased (Table 5.1); however, that increase was somewhat in keeping with the number of administrative units identified. The average number of faculty members per administrative unit (Table 5.2) has decreased; however, the reason may be related to increase in number of units, and new administrative units may not be expected to have as many faculty members each.

The percentage of faculty holding a doctorate (Table 5.3) has not varied much over the past 19 years (since 1974 study). The data are about the same during the past 13 years for percentage of faculty with the rank of full professors (Table 5.4). Approximately one-half of the faculty spend full time in the program preparing counselors/therapists (Table 5.5).

(Continued on page 46)

Table 5.1
Numbers of Faculty Members, Administrative Units Reporting Data, and Average Number of Faculty Members

Year	Number of Faculty Members	Number of Academic Units Supplying Data	Average Number Faculty Members per Academic Unit
1964	706	327	2.2
1967	1,119	372	3.0
1971	2,580	378	6.8
1974	3,103	420	7.4
1977	3,263	471	6.9
1980	3,188	417	7.6
1983	3,064	385	8.0
1986	3,581	454	7.7
1990	2,940	356	8.3
1993	3,827	523	7.3

Table 5.2
Faculty Members per Administrative Unit

Year	N
1964	2.2
1967	3.0
1971	6.3
1974	7.4
1977	6.9
1980	7.6
1983	8.0
1986	7.7
1990	8.3
1993	7.3

Table 5.3
Number of Faculty Members with Doctorates

Year	Number Supplying Data	Doctorate[a] #	Doctorate[a] %	Other #	Other %	No Degree Indicated #	No Degree Indicated %	Total Number
1971	378	2126	82.8	NR	NR	NR	NR	2580
1974	420	2715	87.5	336	10.8	52	1.6	3108
1977	471	2751	87.0	NR	NR	NR	NR	3263
1980	417	2890	90.7	272	8.5	26	0.8	3188
1983	385	2680	87.5	297	9.7	87	2.8	3064
1986	454	3206	89.5	290	8.1	85	3.5	3581
1990	356	2642	89.9	266	9.0	32	1.1	2940
1993	509	3394	88.7	353[c]	9.2	80[d]	2.1	3827

[a] Includes Ph.D., Ed.D., D.Min., DSW, D.Ed., M.D., Psy.D., Sc.D., Th.D., and unspecified doctorates.

[b] NR = Not Reported.

[c] 136 Administrative Units indicated faculty with degrees other than doctorates.

[d] 80 Administrative Units had one or more faculty members for whom the degree was not indicated.

Table 5.4
Rank Held by Faculty

Year	N[a]	Full Prof	Assoc Prof	Asst Prof	Inst	Adj	Others	No Rank Shown	Total
1974	420	895	867	932	98	89	198	NR	3079
		29.1%[a]	28.2%	30.3%	3.2%	2.9%	6.4%		100%
1980	417	1102	945	741	107	104	116	NR	3115
		35.4%	30.3%	23.8%	3.4%	3.3%	3.7%		99.9%
1983	385	1066	763	707	177	175	328	NR	3216
		33.1%	23.7%	22.0%	5.5%	5.4%	10.2%		99.9%
1986	454	1298	903	613	64	284	164	255	3581
		36.2%	25.2%	17.1%	1.8%	7.9%	4.6%	7.1%	100%
1990	NR	994	797	589	84	NR[b]	402	NR	2871
		34.6%	27.8%	20.5%	3.1%		14.0%		10%
1993	523	1179	896	827	101	243	367	214	3827
		30.8%	23.4%	21.6%	2.6%	6.3%	9.6%	5.6%	99.9%
Units[c] Reporting		399	377	363	40	67	111	29	

[a] = Percentage of total number of faculty listed

[b] = Not Reported

[c] = Number of adminstrative units reporting faculty holding rank within that classification in 1993.

Table 5.5
Time Spent by Faculty and Average Full Time Equivalent per Adminstrative Unit

Year	N[a]	Full	3/4	1/2	1/4	0-1/4	Others	Total	FTE[c]
1971[a]	378	1133	129	285	339	208		2094	3.9
		54.1%	6.2%	13.6%	16.2%	9.9%		100.0%	
1974[a]	420	1408	148	294	520	301	44	2715	4.5
		51.9%	5.5%	10.8%	19.2%	11.1%	1.6%	100.0%	
1977[a]	471	1501	189	315	482	256	8	2751	4.1
		54.6%	6.9%	11.5%	17.5%	9.3%	0.3%	100.1%	
1980	417	1683	142	346	568	352	35	3126	5.2
		53.8%	4.5%	11.1%	18.2%	11.3%	1.1%	100.0%	
1983	385	1392	145	368	510	432		2847	4.8
		48.9%	5.1%	12.9%	17.9%	15.2%		100.0%	
1986[d]	454	1582	138	307	356	653	545	3581	4.4
		44.2%	3.9%	8.6%	9.9%	18.2%	15.2%	100.0%	
1990	356	1479	164	221	284	592	NIS 200	2940	5.2[b]
		50.3%	5.6%	7.5%	9.7%	20.1%	6.8%	100.5%	
1993	Time	81-	61-	41-	21-	0-	No %		
	Spent	100%	80%	69%	40%	20%	Shown		
#	523	1931	154	288	454	697	303	3827	4.7[b]
%		50.5%	4.0%	7.5%	11.9%	18.2%	7.9%	100.0%	
Units Reporting		428	99	172	198	201	51		

[a] = Only faculty members with doctorates were reported in the first three studies.

[b] = When no time was specified, data were omitted in calculating FTE.

A review of the five tables reveals that the number of faculty, the degrees they hold, the professorial ranks, and the full-time equivalence spent per administrative unit have not changed to any large extent. This may be a reflection of staff patterns in colleges and universities more than a commitment of administrative units.

TRENDS

1. The number of faculty members is more a reflection of number of administrative units identified than of any major increase or decrease. With the increase in number of administrative units, an overall increase has occurred in number of faculty members.

2. The increase in total number of hours required for graduation was expected to necessitate an increase in number of faculty members and/or full-time equivalent faculty members. The 1993 data compared to the past 20 years do not support that the increase has occurred.

3. The faculty are primarily persons with professorial rank rather than adjuncts, instructors, or lecturers (professors, associate professors, and assistant professors have ranged from 75.8% in 1993 to 89.5% in 1980) (Table 5.4).

4. The trend continues to have approximately nine out of 10 faculty members holding the doctorate degree (Table 5.3).

IMPLICATIONS

1. With the increase to a two-year graduate program for the master's degree and a similar increase in course hours required without an increase in faculty time raises some questions. Are faculty having to carry heavier course loads? Are class sizes increasing to make up the difference? How is the quality of instruction being maintained?

2. The number of faculty members with titles such as adjunct, lecturers, or other titles varied considerably from one administrative unit to another. Often these people were listed with a small percentage of time devoted to counselor/therapist preparation. This raises questions. Are these the on-site internship supervisors? Is consistency present or is any needed for titles given to

on-site internship supervisors? On campus, what percentage of a student's program would be provided at the graduate level by persons who hold less than a doctorate?

Chapter 6

COURSES ADDED AND COURSES DROPPED

As the counseling profession expands into different settings and/or withdraws or reduces emphases in certain settings, the course content needs to change so as to meet needs of students preparing to accept positions in those settings. One of the ways to understand these changes is to ask personnel in administrative units what courses, if any, they plan to add and what courses, if any, they plan to drop. A summary of those data can reflect national trends in preparation of counselors and therapists, areas being expanded and those reduced, and, to some extent, the rate at which those changes are occurring.

NUMBER OF COURSES ADDED AND DROPPED

In Table 6.1 are listed course areas in which administrative units reported that they intend to add or drop one or more courses. An interesting point to note is that of those courses listed five or more times, 598 courses are planned to be added in 1993-95. Of those planned to be dropped among that same list, only 14 were identified. Thus, on an average, almost 43 courses are anticipated to be added for every one dropped. Another way to view these data is that this is equivalent to two courses being added on an average for every administrative unit reporting data (280 supplied information on courses added).

In addition to those courses (content areas) listed in Table 6.1, other courses were listed: four times each were gender, loss/grief, and student affairs/personnel; three times each were crisis counseling and school counseling; and two times was psychopharmacology.

Table 6.1
Courses to Be Added and/or Dropped 1993-95

Course (Content Area) Listed in Frequency of Being Added	Anticipated To Be Dropped	Added	Added Rank
Substance Abuse	0	69	1
Marriage & Family Co/Therapy	2	68	2
Legal/Ethical Issues	0	49	3
Supervision	0	46	4
Gerontological Counseling	4	40	5
Consultation	1	39	6
Play Therapy	0	36	7
Human Sexuality	0	30	8
Computer & Related Technology	1	27	10
Mental Health Classification	0	27	10
Multicultural	0	27	10
Testing, Appraisal (Assessment)	1	26	12
Abuse of Individual	0	25	13
Womens Studies	0	23	14
Group Work	2	20	15
Experiential Component	1	15	16
Career and Life Planning	2	11	17
Development	0	5	19.5
Rehabilitation	0	5	19.5
Research	0	5	19.5
Theory Component	0	5	19.5
Total	14	598	

Note: Courses listed four or fewer times have been omitted. Titles as listed varied considerably, but were tabulated to reflect content area. Number of administrative units supplying data was 280.

CHANGES OVER TIME

One way to view the direction of counselor preparation is to analyze the top ranking changes in courses (content areas) over a period of time. The last three studies (sixth, seventh, and eighth editions) have reported those data. Table 6.2 lists the top eight ranked added courses for each study. Rather consistently, marriage and family counseling/therapy, substance abuse, and legal and ethical issues are ranked near the top. Of the others among the top eight from 1984 through 1991, fairly good agreement occurred. Data reported for 1993 through 1995 had more variation. Two courses—consultation and supervision—may have implications for the expanded role of the counselor. A question not answered because of the way the Data Collection Form was constructed is whether those are courses designed more for the doctoral programs or the master's.

Table 6.2
Ranking of Courses Added or to Be Added Shown for 1984 through 1995

	Ranking of Courses		
Course/Areas)	1984-87	1989-91	1993-95
Marriage & Family Counseling	1	3	2
Substance Abuse	2	2	1
Legal & Ethical Issues	3	4	3
Career & Life Planning	4	6.5	
Multicultural Counseling	5	1	
Consultation	8	6.5	6
Internship	6	5	
Gerontological Counseling	7		5
Human Sexuality		8	8
Play Therapy			7
Supervision			4

Note: The top eight ranked courses as shown in the sixth, seventh, and eighth studies.

The gerontological counseling area, having been ranked fifth for courses to be added (40 administrative units indicated an anticipation of adding it), probably would indicate an expansion in that field. An interesting point to note, however, is that four administrative units plan to drop the course. That is the area with the highest drop rate. This area is one that needs to be watched to gain trends.

Substance abuse and marriage and family counseling/therapy were listed by 69 and 68 administrative units respectively (Table 6.1). This is an average of one in every four administrative units that will add each of those courses. When one recognizes the scope of program emphases, these additions could have an influence on counselor preparation. Then when one examines Table 6.2 and notices that those two courses have been ranked in the top three throughout the 1984 to 1995 years, and if anticipations have been realized, one would expect to find one or more courses in those areas in most administrative units throughout the country by 1996.

If the new programs being added by administrative units and accredited by accreditation bodies are studied, and then an examination is made of courses listed in Table 6.1, the two may intermesh fairly well. Recognition, of course, has to be made of the existing courses already in place and that these are new or expanded areas to serve new needs.

TRENDS

New courses are being added at a much faster pace then they are being dropped (Table 6.1).

The trend of adding courses has been true over at least the last three studies reflecting the 1984 through 1995 years (Table 6.2).

Substance abuse and marriage and family counseling/therapy are expected to be added at a faster pace than any others (Table 6.1).

In each of eight course areas a minimum of 30 administrative units indicated that they will add one or more courses in 1993-95 (Table 6.1).

Based on the 1993 study, the five courses that will be added most frequently during 1993-95 will be substance abuse, marriage and family counseling/therapy, legal and/or ethical issues, supervision, and gerontological counseling (Table 6.1).

IMPLICATIONS

As new programs are added and/or as different clientele are served, the preparation programs must change to meet needs. The indication of kind and number of new courses (Table 6.1) anticipated to be added in 1993-95 is that counselor preparation programs are planning to meet challenges.

Many colleges and universities have a rather extensive process that must be followed in order to gain approval to offer additional courses. If the additional courses are to be added, then faculty and administrators have much work to do.

The addition of new courses without the dropping of an equal number could result in heavier teaching loads for faculty, and, if so, then the potential may exist for less student-faculty interaction, which is an important part of the preparation.

Chapter 7

DEPARTMENTAL INTERNAL TRENDS

Anticipated changes within administrative units during the next three years, 1993 through 1995, were indicated by 336 administrative units. The one topic most frequently marked (46.4%) was related to national accreditation of one or more programs (Table 7.1). The response was predominantly to increase national accreditation (155 increases to one decrease).

The next most frequently anticipated change was in terms of full-time equivalency faculty. The trend is toward increasing rather than decreasing (144 to 11) the faculty time devoted to preparation of counselors.

The third most frequently anticipated change was to increase (134 to 1) admission requirements for students entering programs. What presently exists and how present admission requirements compared to prior years are reported in Chapters 8 through 19.

Change in course offerings was fourth with the trend toward adding more courses (125) rather than dropping courses (4). This may be an outcome of different factors such as striving for accreditation; increasing to two-year, full-time equivalency programs; and/or adding degree offerings.

Table 7.1
Anticipated Changes
within Administrative Units, 1993-95*
Listed in Rank Order of Increase

Anticipated Change	Decreasing the Area		Increasing the Area			% Units Increasing over Decreasing
	# of Units	Rank	# of Units	Rank	% of Units	
National Accreditation for one or more programs	1	9	155	1	46.4%	99.4%
Faculty FTE (devoted to counseling programs)	11	1	144	2	46.1	92.9
Admission requirements for students entering the program	1	9	134	3	39.9	99.3
Course offerings	4	5	125	4	38.4	96.9
Experiential components (clinical supervision provided)	0	11	91	5	27.1	100.0
Marriage & family emphases within programs	5	4	77	6	24.4	93.9
Graduation requirements	1	9	75	7	22.6	98.7
Counseling emphasis within programs	3	6.5	54	8	17.0	94.7
Number of degree majors	8	2	36	9	13.1	81.8
Rehabilitation emphases within programs	3	6.5	20	10	6.0	87.0
Psychology emphases within programs	6	3	16	11	6.5	72.7

* 336 Administrative Units supplied information.

In all, 11 areas were listed with the administrative unit marking where changes were anticipated if any and, if so, whether the change was to increase or decrease. Each of those 11 areas had more indications of increases than decreases (Table 7.1).

The specific data on each of the 11 areas are presented in this chapter. The areas are listed in the same order as in Table 7.1 with most frequent increase first. No comparable data were collected in prior studies.

NATIONAL ACCREDITATION
Change in One or More Programs

Composite Data

Decrease in national accreditation for program(s)——1
Increase in national accreditation for program(s)——155
Percentage of responding administrative units anticipating change in national accreditation (156 out of 336)——46.4%
Of the 156, the percentage anticipating an increase (155 out of 156)——99.4%

More administrative units indicated an anticipated increase in national accreditation than any other change within the next three years.

Only one administrative unit indicated a decrease in national accreditation.

TRENDS

Administrative units are working toward and anticipate receiving national accreditation for one or more programs now offered.

The trend of anticipating national accreditation is in keeping with other changes and trends—

more course offerings,
greater experiential component with clinical supervision supplied,
more FTE of teaching faculty,
increase in admission requirements,

greater counseling emphases within program(s), and increase in graduation requirements.

IMPLICATIONS

More programs will strive to meet and obtain national accreditation. This holds the potential of increasing averages in several areas by the time the 1996 study is made. The reason is that accreditation standards are higher in various areas than the present averages are for many of the areas reported in this national 1993-95 study.

The standards established by national accreditation bodies are becoming the minimum for which programs are striving. The end result would mean that students graduating in the future, on an average, will have had a broader background than those graduating in the past.

FACULTY FULL TIME EQUIVALENCY
Change in Faculty Time Devoted to Counseling Programs

Composite Data

Decrease in Faculty FTE	11
Increase in Faculty FTE	144
Percentage of responding administrative units anticipating change in faculty FTE (155 out of 336)	46.1%
Of the 155, the percentage anticipating an increase (144 out of 155)	92.9%

Of the anticipated changes to occur during 1993 through 1995, the second highest number of administrative units affected was in the area of FTE faculty. For a comparison of FTE for each study since 1971, see the last column in Table 5.5.

Some administrative units anticipate a decrease in full-time equivalency faculty. This is occurring at a time when student enrollments and program training time are expected to increase.

In a comparison of adding to dropping FTE faculty, the ratio is approximately 13 to 1.

The number of faculty to be added or dropped was not obtained. The question was if a change was anticipated, would FTE faculty decrease or increase.

TRENDS

More administrative units anticipate increasing full-time equivalency faculty ratio than anticipate a decrease.

Resources are being made available to administrative units that will enable them to increase the training of counselors.

IMPLICATIONS

During times when many colleges and universities are cutting resources available to departments and/or administrative units in various academic fields, departments training counselors are expecting to increase funding as shown by increase in FTE faculty.

The increase in FTE faculty may cause an increased pressure on administrative units to show quality in teaching, a high percentage of placement of graduates, and positive feedback on work performance of graduates.

ADMISSION REQUIREMENTS
Changes in

Composite Data

Decrease in admission requirements	1
Increase in admission requirements	134
Percentage of responding administrative units anticipating change in admission requirements (135 out of 336)	39.9%
Of the 135, the percentage anticipating an increase (134 out of 135)	99.3%

More than one-third of the departments (administrative units) that are making a change within the next three years are indicating an expected increase in admission requirements for students entering one or more of the programs.

If a change is made in admission requirements, the change predominantly will be to increase (99.3%) rather than to decrease (less than 1%) requirements.

TRENDS

Admission requirements are increasing.

For trends by programs (i.e., Community Counseling or Counseling Psychology), see the admission requirements and respective trends as listed in separate chapters by areas of preparation for master's and doctoral programs (Chapters 8-13 and 16-19).

IMPLICATIONS

The question of why the increase in admission requirements was not part of this study. Reasons may include programs moving to two-year, full-time equivalency; public acceptance of, and therefore expectations of, counselors' accountability; and university administrations' expectations of success of graduates from funded programs.

COURSE OFFERINGS
Changes in

Composite Data

Decrease in course offerings	4
Increase in course offerings	125
Percentage of responding administrative units anticipating change in course offerings (129 out of 336)	38.4%
Of the 129, the percentage anticipating an increase (125 out of 129)	96.9%

Change in course offering ranks fourth in the number of departments that are making changes.

Far more administrative units (125) are adding courses than are dropping courses (4).

The number responding to this general question is not as large as the number responding to specific courses identified in Chapter 6. This raises questions about data reported here. When reviewed in light of data in Chapter 6, the numbers here are

probably too low even though more than one-third of the administrative units marked an anticipated increase.

TRENDS

The number of courses being offered to enrollees is increasing.

Courses are being added far more frequently than courses are being dropped.

The addition of course offerings is widespread among departments as is shown by more than one-third of the programs indicating an anticipated addition of one or more courses.

IMPLICATIONS

Students have a wide selection of courses available within departments. With the increase in number of hours required for graduation, the adding of courses may be in order to provide enough courses to fulfill the increase in hours required for the program(s). To know whether or not that is the basis or if other reasons are present, such as to provide greater selection or to provide courses covering the increase in professional development, would require additional researching beyond data collected in the 1993 study.

EXPERIENTIAL COMPONENTS
Changes in Clinical Supervision Provided

Composite Data

Decrease in experiential components	0
Increase in experiential components	91
Percentage of responding administrative units anticipating change in experiential components (91 out of 336)	27.1%
Of the 91, the percentage anticipating an increase (91 out of 91)	100.0%

Experiential components of programs will increase in approximately one in every four administrative units within the next three years.

No administrative unit anticipates a decrease in the experiential component of any program.

TRENDS

Experiential components of programs will continue to increase and will be comprised of more clock hours of supervised internship and/or practicum.

The trend of increased clock hours in experiential components probably can not be generalized to all programs but rather to programs that are working toward accreditation.

Standards for experiential components in terms of clock hours as established by accreditation bodies are the minimum for which many programs are striving. The trend is to use accreditation standards as the basis for determining the minimum.

IMPLICATIONS

Internship will increase in clock hours, which means more training time before graduation. Another interesting aspect is that primary supervisors of the internship are practitioners in settings similar to where graduates will be employed. As such, practitioners are gaining a larger percentage of the total training program while the academicians are decreasing in percentage.

MARRIAGE AND FAMILY EMPHASES WITHIN PROGRAM(S) Changes in

Composite Data

Decrease in marriage and family emphases within program(s) - 5
Increase in marriage and family emphases within program(s) — 77
Percentage of responding administrative units anticipating change in marriage and family emphases (82 out of 336) — 24.4%
Of the 82, the percentage anticipating an increase (77 out of 82) — 93.9%

An increased emphasis in marriage and family counseling/therapy is anticipated to occur during 1993 through 1995 in approximately one-fourth of the administrative units.

Of those administrative units making a change in marriage and family emphasis, a higher percentage anticipates increase than decrease.

TRENDS

The emphasis on marriage and family as part of the preparation of counselors is increasing. As to whether this increase in emphases will apply to all programs or to certain programs requires more information than was collected in the 1993 study.

When a review is made of placement of graduates (Chapters 8 through 19), the settings where counselors work would leave one to deduct that graduates will be working with families and their related issues; thus, the trend will be toward a need for more marriage and family emphasis in preparation programs.

IMPLICATIONS

The increased emphasis on marriage and family in the preparation programs will provide graduates with more knowledge and skill that will enable them to work with a wider spectrum of clients.

GRADUATION REQUIREMENTS
Changes in

Composite Data

Decrease in graduation requirements——————1
Increase in graduation requirements——————75
Percentage of responding administrative units anticipating change in graduation requirements (76 out of 336)—22.6%
Of the 76, the percentage anticipating an increase (75 out of 76) ——————98.7%

Requirements to graduate are anticipated to increase in approximately one-fourth of the colleges and universities offering counselor preparation programs.

In terms of decreasing graduation requirements, only one administrative unit indicated that.

TRENDS

Graduation requirements are increasing in many programs.

The increases in graduation requirements are reflected by increase in total academic hours required (the increase in number of courses will make that possible), and increase in supervised clock hours of internship and/or practicum.

IMPLICATIONS

Graduates will have better credentials as a result of increasing preparation before graduation.

Students will need to spend more time in training before graduation.

The cost of completing a counselor preparation program will increase.

Graduates, once employed, may obtain more acceptance by colleagues and clients as a result of having been better prepared before graduation.

COUNSELING EMPHASES WITHIN PROGRAM(S)
Changes in

Composite Data

Decrease in counseling emphases within program(s)—3
Increase in counseling emphases within program(s)—54
Percentage of responding administrative units anticipating a change in counseling emphases (57 out of 336)——17.0%
Of this 57, the percentage anticipating an increase (54 out of 57) ——————————————94.7%

Counseling emphases within programs are anticipated to increase in approximately one in every six administrative units.

Knowing what those emphases will be is beyond the scope of data available.

Where and when the counseling emphases are changed, the changes are predominately toward an increase rather than a decrease.

TRENDS

The trend is toward more emphases on counseling. As to whether the increase will be achieved through additional

courses, modification of experiential components, or revision of existing course content was not identified.

IMPLICATIONS

By a review of courses to be added (Chapter 6), the hunch is that the increase in counseling emphasis is to be achieved in part through additional courses where enrollees learn to interact in a counseling relationship with clients under different circumstances and/or clients with different needs.

NUMBER OF DEGREE MAJORS
Changes in

Composite Data

Decrease in number of degree majors	8
Increase in number of degree majors	36
Percentage of responding administrative units anticipating change in number of degree majors (44 out of 336)	13.1%
Of the 44, the percentage anticipating an increase (36 out of 44)	81.8%

The data reported on changes in degree majors are open to question. The information requested on the Data Collection Form also asked *how many* changes. Some responded with a number, but gave no indication as to increase or decrease. Some gave a large number. Due to the researchers believing the question was interpreted differently by persons supplying the data, the tabulation of how many degrees is omitted.

TRENDS

The number of degree majors is increasing.

Part of the increase is occurring by administrative units adding another one or two of the existing six or seven areas at the master's program level and/or one of the existing three or four areas at the doctoral program level.

Part of the increase is occurring (as shown by data in another section of this 1993 study) by administrative units offering

programs in areas such as career counseling, gerontological counseling, substance abuse counseling, and pastoral counseling.

IMPLICATIONS

Specialization in counseling is occurring, and as a result, a wider range of the population can be served by counselors.

The administrative units are responding to the need for more degree programs to prepare graduates to work in a wider range of settings.

REHABILITATION EMPHASES WITHIN PROGRAM(S) Changes in

Composite Data

Decrease in rehabilitation emphases within program(s) —3
Increase in rehabilitation emphases within program(s)—20
Percentage of responding administrative units anticipating change in rehabilitation emphases (23 out of 336)——————————————7.0%
Of the 23, the percentage anticipating an increase (20 out of 23)——————————————87.0%

Twenty administrative units out of 336 indicated an anticipated increase in the rehabilitation aspect of programs. This could be within existing programs or the addition of new degree programs as stipulated in a few answers.

Three administrative units (13%) indicated a decrease in rehabilitation emphases. A change in what way was not stipulated.

TRENDS

Rehabilitation emphasis is anticipated to be increased. Data are not comprehensive enough from the 1993 study to indicate

whether that increase will be to different programs or to a specific program such as the rehabilitation counseling program.

IMPLICATIONS

Utilizing the data reported on rehabilitation emphasis as reported here needs to be done with an awareness of information in a later chapter on Rehabilitation Counseling (Chapter 10).

Our hunch, based on reviewing more than 1,000 programs, is that the change, where indicated, is more to develop rehabilitation counselor programs than to increase emphases in various existing programs. If so, the 20 programs that marked "anticipated increase" may be an indication primarily of either the development of new programs in rehabilitation counseling or the strengthening of existing programs. The 1993 data are not specific enough to determine whether or not our hunch is correct.

PSYCHOLOGY EMPHASES WITHIN PROGRAM(S)
Changes in

Composite Data

Decrease in psychology emphases within program(s)——6
Increase in psychology emphases within program(s)——16
Percentage of responding administrative units anticipating change in psychology emphases (22 out of 336)——6.5%
Of the 22, the percentage anticipating an increase (16 out of 22)——72.7%

Change in psychology emphasis is the least frequent change of the eleven areas listed. What changes were indicated were in both directions; however, more were to increase than decrease.

TRENDS

The number of administrative units making a change in psychology emphasis is relatively small in comparison to other changes anticipated.

If a change in psychology emphasis is made, the change is more likely to be an increase than decrease.

IMPLICATIONS

Results reported here on changes in psychology emphasis may need to be considered along with number of psychology courses required for admission to the different programs (Chapters 8 through 19). Another aspect to consider when interpreting data shown here (one for which no data were collected) is how much psychology is included in each program presently.

TITLE OF DEGREE MAJOR
Changes in

The information supplied requires individual interpretation rather than statistical tabulation. Reported here are only those programs interpreted to be primarily for preparation of counselors and/or therapists. The information received was primarily for adding programs with the title not always specified. Also, almost no indication was given as to whether the change was at the master's or doctoral level.

Commonality in terms was three additions in master's degree in "counseling" and three additions in "mental health" programs. The other nine additional degrees were all individual titles without duplication in wording: alcohol and criminal justice, counseling and psychology, counseling with marriage and family emphasis, counselor education (Ed.S. degree), family psychology, gerontological counseling, rehabilitation counseling, rehabilitation technology, and school counseling.

Two programs are being dropped: "Community Agency" and "Art Therapy."

Two changes in titles were given: from "Guidance and Counseling" to "Counselor Education" and from "Master of Education" to "Master of Art in School Counseling."

More programs are anticipated to be offered during the next three years than are offered now.

TRENDS

An increase in the number of programs offered is anticipated; however, the number of increases is probably not going to be at a faster pace than in the past three years.

The number of school counseling programs will increase.

Mental health programs will increase in number.

Titles of majors in some of the anticipated new programs appear to be in areas outside of ones normally considered for accreditation by accreditation bodies.

IMPLICATIONS

Administrative units foresee a continued demand for graduates from counseling programs. They also anticipate the need for programs to prepare counselors in areas outside those most commonly offered. Thus, counselors are working in more kinds of settings and/or with more kinds of clients with a wider range of concerns than was done frequently in the past.

Chapter 8

COMMUNITY AND MENTAL HEALTH COUNSELOR EDUCATION

Master's Degree Programs

Programs for Community Counselor Education and Mental Health Counselor Education master's degrees were analyzed separately in this year's study, and composite information is reported in Tables 8.1 through 8.6. In the 1986 and 1990 studies, Community and Mental Health Counselor Education were grouped with Agency Counseling, Counseling, Counseling the Elderly and Human Development Counseling master's degree level programs; therefore, comparisons of the results from 1986 and 1990 to 1993 cannot be made clearly. This is the first year in our studies that Community and Mental Health Counselor Education programs were collected and studied as two separate distinct programs. This categorization is due to CACREP accreditation environmental and specialty standards for Community and Mental Health Counselor Education programs. While Mental Health Counseling was designated by CACREP in 1990, there were no programs separately accredited as Mental Health Counselor Education programs; however, three Community Counselor Education programs were designated with the optional Mental Health subspecialty.

Approximately 19% (204) of all the 1,086 master's degree programs identified in this study are in Community Counseling and 8% (85) are in Mental Health Counseling. The majority of degrees are either Master of Arts (33% Community Counseling and 38% for Mental Health) or Master of Science (29% for Community and 34% for Mental Health). Based on the number of graduates reported from all master's degree level counselor education programs, Community Counseling graduates constitute approximately 25% of the total number of graduates each year (4,210 out of 17,086), and Mental Health Counseling graduates constitute approximately 10% (1,758).

The admission requirements in both Community and Mental Health Counselor Education have increased for some criteria, particularly for GRE admission test scores. Other admission requirements seem to be changing as this area is growing.

Community and Mental Health Counselor Education programs are, on an average, two-year, full-time equivalency programs. A two-year, full-time equivalency program is consistent with CACREP accreditation standards. Community Counselor Education programs require an average of 658 clock hours of supervised counseling practice, which is equivalent to full-time for 17 weeks. Mental Health Counselor Education programs require an average of 703 clock hours of supervised counseling practice, which is equivalent to full-time for 18 weeks.

Graduates of both Community and Mental Health Counselor Education programs are accepting placement in a variety of settings. Public agencies employ approximately one-half of the graduates, and one-third find employment in private settings.

NUMBER OF PROGRAMS

The number of Community Counselor Education and Mental Health Counselor Education master's degree programs exceeded 204 and 85, respectively. During this study, 204 Community programs responded indicating a program existed. Ten of the 77 CACREP accredited Community Counselor Education programs elected not to respond to four written requests and a request

made by telephone. Thus, at least 214 Community programs exist. Verification was received from 85 Mental Health programs including the three that are CACREP accredited.

One-third of Community Counselor Education programs that responded (67 of 204) had CACREP accreditation. Less than 4% of the Mental Health Counselor Education programs responding (3 of 85) had CACREP accreditation. More rigorous CACREP standards may have accounted for the slower growth of the Mental Health programs. The most frequent types of degrees for both Community and Mental Health programs are the Master of Arts and Master of Science degrees.

Table 8.1
Number of Community Counseling and Mental Health Counseling Master's Degree Programs

	Community Counseling	Mental Health Counseling
Number of Identified Programs	214	85
Number of Responding Programs	204 (95%)	85(100%)
Number with CACREP Accreditation	77	3
Number of Responding CACREP Programs	67(87%)	3(100%)
Percentage of programs with CACREP Accreditation (77/204)	38%	3.5%
Degree Types: Master of Arts (MA) Master of Science (MS) Master of Education (MEd) Master of Science of Education All other degrees were less than	 68(33%) 59 (29%) 40 (20%) 10 (5%) (3%)	 32(37.6%) 29 (34%) 12 (14%) 6 (7%) (1%)

TRENDS

In 1990, 160 Counselor Education master's degree programs (Agency Counseling, Community Counseling, Counseling, Counseling the Elderly, Human Development Counseling, and Mental Health Counseling) were grouped together. In 1988, CACREP began accrediting Mental Health Counselor Education and Community Counselor Education programs separately; therefore, these specialties were collected and analyzed separately in 1993. Of the two accreditations,

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Community programs exhibited more growth in terms of number of programs than Mental Health programs.

In 1993, the number of Community programs had increased by 27.5% (from 160 to 204) when compared to the total number of master's programs grouped together in 1990. The number of Mental Health programs had decreased by 46.9% (from 160 to 85) compared to the total number of master's degree programs grouped together in 1990.

IMPLICATIONS

Counselor Education programs prepare large numbers of Community Counselors and Mental Health Counselors for employment in a variety of public and private settings. These two-year master's degree programs provide students with broad areas of theory and practice in Community Counseling and Mental Health Counseling and fulfill entry level educational requirements for independent clinical practice in the profession.

Within the Community and Mental Health Counselor Education programs, variations in wording of titles of majors exist. The categorization of programs into the Community Counseling or Mental Health Counseling classifications on the basis of titles of majors alone would be difficult. However, for purposes of this study, the classification was done by departments where the contents and purposes of the programs are known. The 204 programs tabulated for Community and the 85 programs tabulated for Mental Health in this 1993 edition represent a cross section of programs designed to prepare counselors in these fields. The majority of these programs are not accredited. If accreditation is important for counseling to become recognized as a profession, then much work remains for those with this belief to convince additional counselor educators at nonaccredited programs to seek CACREP accreditation.

NUMBER OF STUDENTS

Each year more than 4,210 students (2,981 females and 1,229 males) graduate from Community Counselor Education

programs, and at least 1,758 students (1,286 females and 472 males) graduate from Mental Health Counselor Education programs. The data on enrollment were provided by 85.3% (174) of the 204 responding Community programs. The data on total enrollment was provided by 75.3% (64) of the 85 responding Mental Health programs. Community and Mental Health program data in 1993 indicate that more females graduate than males (approximately 2.4 to 1 and 2.7 to 1, respectively).

Table 8.2
Average Number of Students Enrolled and Graduated Yearly

	Number of Programs Responding			Number of Students			Average Number of Graduates Per Program		
	1990	1993		1990	1993		1990	1993	
	Group	CC	MHC	Group	CC	MHC	Group	CC	MHC
Students Enrolled	ND	174	64	ND	11,261	4,030	ND	64.7	63.0
Females Graduated Yearly	128	166	63	1,939	2,981	1,286	15.2	18.0	20.4
Males Graduated Yearly	130	166	63	965	1,229	472	7.4	7.4	7.5
Total Graduated Yearly	130	166	63	2,904	4,210	1,758	22.6	25.4	27.9

Note: CC = Community Counseling
MHC = Mental Health Counseling
ND = No Comparable Data Available
Group = Composite data from Agency Counseling, Community Counseling, Counseling, Counseling the Elderly, Human Development Counseling and Mental Health Counseling.

Counselor Educators indicated 11,126 students were enrolled in Community programs and 4,030 students were enrolled in Mental Health. This equates to an average of 64.7 and 63 students per program for Community and Mental Health programs.

The average number of graduates from Community Counselor Education programs was 25.4 students per program (18 females and 7.4 males). The average number of graduates from Mental Health programs was 27.9 students per program (20.4 females and 7.5 males). The average number of graduates

in Community was provided by 81.4% (166) of the 204 responding programs. The average number of graduates in Mental Health was provided by 74.1% (63) of the 85 responding programs.

TRENDS

The average number of students graduated each year has increased by 12.4% in the past three years (from 22.6 to 25.4) for Community programs and by 23.5% (from 22.6 to 27.9) for Mental Health programs, from the grouped master's degrees in 1990. Mental Health programs, on an average, graduate approximately 10% more graduates (27.9 compared to 25.6) than Community programs.

The total number of graduates from Community programs has increased by approximately 45% (from 2,904 to 4,210) from the grouped master's degrees in 1990. The total number of graduates from Mental Health programs has decreased by approximately 39% (2,904 to 1,758) from the master's degrees grouped together in 1990.

The two programs increased in total number of graduates and average number of students graduated each year. This increase appears to be due to an increase in female enrollees and graduates. While the average number of male graduates for Community programs remains constant at 7.4, the average number of female graduates has increased from 15.2 to 18. The average number of male graduates for Mental Health programs remains relatively constant (7.4 in 1990 and 7.5 in 1993), and the average number of female graduates increased from 15.2 to 20.4. The ratio of female to male graduates was approximately 2.0 to 1 (15.2 to 7.4) in combined programs in 1990. In 1993, the ratio increased to 2.4 to 1 (18.0 to 7.4) in Community programs and 2.7 to 1 (20.4 to 7.5) in Mental Health programs. Thus, this trend of more female than male trainees has been present over a period of years.

IMPLICATIONS

Community Counselors graduate at the rate of one each year for each 2.7 students enrolled (11,261 students were enrolled and 4,210 students graduated). Mental Health

Counselors graduate at the rate of one each year for each 2.3 students enrolled (4,030 students were enrolled and 1,758 students graduated). If these are two-year, full-time programs and recognition is given for some enrollees not being full-time, then the number of dropouts appears to be small.

It can be deduced from the current data that a greater number of female students than males are entering Community and Mental Health programs and will be available to enter the work force in the near future. Thus, female counselors will continue to outnumber male counselors in the future.

The projected number of graduates from 214 identified Community Counselor Education programs (204 programs reporting plus 10 accredited programs that did not respond with data) is 5,436 (based on the supplied data from 166 Community programs with 4,210 graduates each year, or 25.4 graduates per program). The projected number of graduates from the 85 identified Mental Health Counselor Education programs is 2,372 (based on supplied data from 63 Mental Health Counseling programs with 1,758 graduates each year, or 27.9 graduates per program). This brings the projected total number of graduates entering the profession of Community Counseling and Mental Health Counseling to over 7,800 per year. The status and trend information in part is deduced from 1990 data that was combined data from six majors.

ADMISSION REQUIREMENTS

The number of programs that supplied data for admission requirements varies by admission criteria. The authors believe these data are representative of all Community and Mental Health counselor education programs. Why all programs did not supply complete information is unclear. Perhaps admission standards are variable rather than fixed; thus, a specific response is not possible.

Less than a third of the Community (59) and Mental Health Counselor Education (30) programs indicated admission test scores were required. Twenty-nine percent (59) of the Community programs require the GRE Total score and 20% (41) require the MAT score. Thirty-five percent (30) of the Mental Health programs require the GRE Total score and 12% (10)

require the MAT score. When scores were indicated, both program areas indicated an average GRE Total admission score close to 1,000 was required (992 for Community and 984 for Mental Health). Also, both programs indicated an average MAT score over 40 was required (42 for Community and 44 for Mental Health). There was no difference between the Verbal, Quantitative, and Analytical score requirements; all ranged from 446 to 470 for both program areas.

Table 8.3
Admission Requirements

Test Scores	N			Avg			Change Over Past 3 Years
GRE	1990	1993		1990	1993		
	Group	CC	MHC	Group	CC	MHC	
Total	23	59	30	947	992	984	increase
Verbal	10	39	23	430	453	470	increase
Quantitative	7	33	21	422	455	461	increase
Analytical	ND	17	6	ND	446	452	ND
MAT	13	41	10	42	42	44	same/increase
Grade Point Average							
Undergraduate	46	154	57	2.8	2.8	2.9	same/increase
Graduate	24	77	24	3.0	3.1	3.0	increase/same
Number of Courses Completed							
Psychology	12	84	42	3.3	2.8	4.3	decrease/ increase
Counseling	3	45	22	1.3	1.3	0.8	same/decrease
Other	ND	39	16	ND	5.0	0.4	ND
Number of Years of Work Experience							
	13	73	35	1.8	0.5	0.6	decrease
Number of Letters of Recommendation							
	38	168	61	2.9	2.5	2.7	decrease
Interview Required							
	ND	172	62	ND	53%*	52%**	ND

Note: N = Number of Programs Responding with Data
CC = Community Counseling
MHC = Mental Health Counseling
ND = No Comparable Data Available
Group = Composite data from Agency Counseling, Community Counseling, Counseling, Counseling the Elderly, Human Development Counseling and Mental Health Counseling.
* ** Ninety-one Community and thirty-two Mental Health Counselor Education programs reported requiring an admission interview.

A majority of the Community (76%, 154 programs) and Mental Health Counselor Education (67%, 57 programs) programs utilize the undergraduate grade point average as an admission criterium, but only about one-third utilize a graduate grade point average (38% or 77 for Community programs and 29% or 24 for Mental Health programs). Both program areas require an undergraduate grade point average close to 3.0 (2.8 for Community and 2.9 for Mental Health). When a graduate grade point average is required, the average is 3.1 for Community and 3.0 for Mental Health.

Completed psychology courses are utilized as an admission criterium by about half of the Community (41%) and Mental Health (49%) programs. However, Mental Health programs require more psychology courses, on an average, than do Community programs (4.3 to 2.8). Twenty-two percent of the Community and 26% of the Mental Health programs require completed counseling courses as an admission criterium. More completed counseling courses are required, on an average, by Community than Mental Health programs (1.3 to 0.8). Less than one-fifth of the programs specify "other" courses as an admission criterium (19% for both Community and Mental Health programs). However, Community programs require significantly more "other" completed courses, on an average, than do Mental Health (5.0 to 0.4).

Less than one-half of the programs reported utilizing work experience as an admission criterium (36% for Community and 41% for Mental Health). The average number of years required was less than one (0.5 for Community and 0.6 for Mental Health).

The majority of the programs report that letters of recommendation are used as admission criterium (82% of Community and 72% of Mental Health programs). Both programs require more than two letters of recommendation (2.5 for Community and 2.7 for Mental Health).

Most programs do not require an interview as part of the admission process. Ninety-one (45%) of the 204 Community programs indicated an interview was required as an admission criterium. Thirty-two (38%) of the 85 Mental Health programs indicated an interview was required as an admission criterium.

TRENDS

The GRE and MAT scores, when used, increased in terms of minimum scores necessary to meet admission standards (GRE Total score increased by 45 points for Community and by 37 points for Mental Health programs). The GRE Verbal score increased by 23 points for Community and by 40 points for Mental Health programs. The GRE Quantitative score increased by 33 points for Community and by 39 points for Mental Health programs. The MAT score remained constant at 42 points for Community and increased by 2 points to 44 points for Mental Health programs.

Grade point average requirements remained relatively stable from 1990 to 1993. In 1990, the combined group of master's degrees reported requiring an average undergraduate GPA of 2.8 and a graduate GPA of 3.0. In 1993, GPA admission standards for Community programs remained stable at the undergraduate level with an average GPA of 2.8 and increased by 0.1 at the graduate level; and also, admission standards for Mental Health programs increased by 0.1 at the undergraduate level and remained stable at the graduate level.

Of note is that the number of psychology courses required for admission is decreasing for Community and is increasing for Mental Health Counselor Education programs. In 1990, the combined group of master's degree programs reported an average requirement of 3.3 in psychology and 1.3 in counseling courses. No data were collected on "other" courses required in 1990. In 1993, Community programs reported an average decrease of 0.5 psychology courses, from 3.3 to 2.8 courses; counseling course requirements remained constant at 1.3, and five "other" courses were required for admission.

In 1990, the combined group of master's degrees required an average of 1.8 years of work experience. The average for both Community and Mental Health Counselor Education programs decreased in 1993 (0.5 years for Community and 0.6 years for Mental Health).

The number of letters of recommendation required for admission criteria also decreased. In 1990, the combined group

of master's degrees required an average of 2.9 letters of recommendation. In 1993, both Community and Mental Health programs reported an average decrease of 0.4 and 0.2, respectively.

IMPLICATIONS

Admission requirements vary from program to program and may be moving toward a flexible concept of considering a composite rather than individual criteria. Counselors in training are required to document higher performance on the GRE. Mental Health Counselor Education programs require preadmission course work in psychology, and Community Counselor Education programs require preadmission course work in disciplines other than psychology and counseling. Many programs may be making selections based on multiple factors including prior GPA, GRE/MAT scores, prior course work, work experience, letters of recommendation, and interviews. Admission criteria for Community and Mental Health programs are consistent with other counseling specialties at the master's degree level.

GRADUATION REQUIREMENTS
Experiential Components in Clock Hours

Table 8.4
Graduation Requirements
Supervised Experiential Components in Clock Hours

	Number of Programs				Average Clock Hours			
	1986	1990	1993		1986	1990	1993	
	Group	Group	CC	MHC	Group	Group	CC	MHC
Practicum	150	125	136	44	174	202	162	226
Internship	78	96	126	39	313	461	496	477
Total Average Hours					487	663	658	703

Note:
N = Number of Programs Responding with Data
CC = Community Counseling
MHC = Mental Health Counseling
ND = No Comparable Data Available
Group = Composite data from Agency Counseling, Community Counseling, Counseling, Counseling the Elderly, Human Development Counseling and Mental Health Counseling.

Both Practicum and internship are required in most programs that supplied information. One hundred thirty-six (67%) Community Counselor Education programs listed practicum hours and 126 (62%) listed internship hours; 44 (52%) Mental Health Counseling programs listed practicum hours and 39 (46%) listed internship hours. Why all programs did not supply complete information on the experiential component of programs is unclear. Perhaps experiential components are variable in clock hours rather than fixed; thus, a specific response is not possible.

In 1993, Mental Health programs reported an average of 703 clock hours of supervised counseling practice, 45 more clock hours than did Community programs (658 clock hours). Community programs averaged 162 clock hours of practicum and 496 clock hours of internship. Mental Health programs reported 226 average clock hours of practicum and 477 average clock hours of internship.

TRENDS

Since 1986, a significant increase in the average hours of practicum and internship has occurred in both Community (+171 clock hours) and Mental Health Counselor Education(+216 clock hours) programs. In the three years between 1990 and 1993, the total average hours of practicum and internship for Community programs remained stable, 663 to 658 clock hours, and Mental Health programs increased by 40 clock hours from 663 to 703.

Since 1986, the average practicum requirement for Community programs decreased (-12 clock hours) and Mental Health Counselor Education programs increased (+52 clock hours). Similar findings for practicum requirements occur when data from 1990 are compared to 1993. Since 1990, Community programs' average practicum requirements decreased by 40 clock hours and Mental Health programs increased by 24 clock hours.

Since 1986, the average internship requirement for both Community and Mental Health Counselor Education programs increased (+183 and 164 clock hours, respectively). Similar findings for internship requirements occur when data from 1990 are compared to 1993. Since 1990, Community programs' average internship requirements increased by 35 clock hours and Mental Health programs increased by 16 clock hours.

IMPLICATIONS

Supervised experiential component requirements have increased. Community and Mental Health Counselor Education trainees are required to spend more time practicing counseling under supervision. This requirement is expected to advance counseling as a profession.

GRADUATION REQUIREMENTS
Academic Credit Hours

Table 8.5
Graduation Requirements
Total Academic Credit Hours Required

	Number of Programs			Average Credit Hours		
	1990	1993		1990	1993	
	Group	CC	MHC	Group	CC	MHC
Semester Hours	120	171	72	46	46.7	46.5
Quarter Hours	27	30	12	67	69.5	71.1

Note:
CC = Community Counseling
MHC = Mental Health Counseling
Group = Composite data from Agency Counseling, Community Counseling, Counseling, Counseling the Elderly, and Human Development Counseling and Mental Health Counseling.

Almost all programs provided information concerning academic credit hour requirements. Ninety-nine percent of both the Community (201) and Mental Health Counselor Education (84) programs supplied information regarding the total academic credit hour requirement. Four times as many training programs required semester academic credit hours than quarter hours. Eighty-four percent (171) of the Community programs required semester credit hours. Eighty-five percent (72) of the Mental Health programs required semester hours. In 1993, no appreciable difference in academic credit hour requirement was obtained between Community and Mental Health programs. Both Community and Mental Health Counselor Education programs required 46 semester academic credit hours. And both programs required approximately 70 semester academic credit hours (Community, 69.5 quarter hours, and Mental Health 71.1 quarter hours).

TRENDS

Academic credit hour requirements remained stable over the last three years. The average academic credit hour requirement for programs offering semester hours was 46. The average academic credit hour requirement for programs offering quarter hours has increased slightly. In 1990, the combined group average was 67 quarter hours. In 1993, Community programs averaged 69.5 academic quarter credit hours and Mental Health programs averaged 71.1 academic quarter credit hours. Thus, the total academic credit hours required for graduation remained stable over the past three years.

IMPLICATIONS

The preparation of Community and Mental Health Counselors is a combination of academic work under the leadership of counselor education departments and experiential components in applied settings under the supervision of practitioners. The time needed for completion is basically a two-year, full-time program with one-fourth or more of that time in experiential components (practicum and internship).

PLACEMENT OF GRADUATES

Of the 204 Data Collections Forms returned for Community Counselor Education, 143 (70%) programs supplied data regarding employment placement the first year after graduation; and, of the 85 Data Collections Forms returned for Mental Health Counselor Education programs, 56 (66%) programs supplied data regarding employment placement. Some programs did not place graduates in each of the five employment categories.

Public agencies such as United Way, comprehensive mental health centers, educational institutions, and hospitals were the most frequent placement for both Community and Mental Health Counselor Education programs. Ninety-one percent (130/143 programs) of the Community programs and 95% (53/56 programs) of the Mental Health programs reported placing graduates in this employment category. Approximately one-half of the graduates in these programs (49% for the Community and

48% of the Mental Health) secured employment in public agencies.

Private practice agency settings such as licensed practitioner, professional corporation, and partnerships, and advanced graduate programs were the next most frequent category for employment placement the first year after graduation. Approximately 80% of the programs placed graduates in these settings. Eight-three percent (119/143 programs) of the Community and 82% (46/56) of the Mental Health programs placed graduates in private practice agencies.

Table 8.6
Placement
First Year after Graduation Listed in Rank Order for 1993

Employment Category	Number of Programs Placing Graduates in Employment Category		Percentage of Programs Placing Graduates in Employment Category		Average Percentage of all Graduates Placed in Employment Category	
	CC N=143	MHC N=56	CC	MHC	CC	MHC
Public Agency (United Way, CMHC, Educational Institution, Hospital)	130	53	91%	95%	49%	48%
Private Practice/Agency (Licensed Practitioner, Professional Corporation, Partnership)	119	46	83%	82%	24%	25%
Advanced Graduate Program	125	47	87%	84%	10%	14%
Managed Care (HMO, HMP, PPO, EAP)	81	32	57%	57%	8%	7%
Other	44	20	31%	36%	8%	6%

Note:
CC = Community Counseling
MHC = Mental Health Counseling
Group = Composite data from Agency Counseling, Community Counseling, Counseling, Counseling the Elderly, and Human Development Counseling and Mental Health Counseling.
One hundred forty-three Community and 56 Mental Health responded to this item.

Eighty-seven percent (125/143) of the Community and 84% (47/56) of the Mental Health Counselor Education programs placed graduates in advanced graduate programs. Only 10% of

the Community graduates and 14% of the Mental Health graduates continued on with higher education.

Managed care settings such as health maintenance organizations, health maintenance providers, preferred provider organizations, and employee assistance programs were the least frequent employment category of the four listed settings but were utilized by some graduates in slightly more than one-half of the programs. Less than 10% of the graduates from these programs secured employment in managed care settings (eight percent of the Community and seven percent of the Mental Health).

Thirty-one percent of the Community Counselor Education programs reported that some graduates secure employment in settings other than public agencies, private practice agencies, advanced graduate programs or managed care. Only eight percent of the community and six percent of mental health graduates in these programs secured employment in other settings the first year after graduation.

TRENDS

Graduates of Community and Mental Health Counselor Education programs accept positions in various kinds of settings. Public agencies are the most frequent employment category the first year after graduation. Public Agencies are followed by private practice agencies, advanced graduate programs, and managed care.

IMPLICATIONS

Public agencies are the most frequent employers for Community Counselor Education graduates. Using the number of graduates reported by 166 programs (Table 8.2), 2,063 (49% x 4,210) graduates secured employment in this setting the first year after graduation. If what was true for the 166 programs also was true for the 214 programs identified (Table 8.1), then 2,659 (214/166 x 2,063) graduates were placed in public agencies. Using the same bases for calculations, the following placements were obtained: private practice, 1,010 (24% x 4,210) placements for 166 programs or 1,302 placements for the 214; continuing into advance program of study, 421 (10% x 4,210) placements

for 166 programs or 543 placements for 214 programs; and managed care, 337 (8% x 4,210) placements for 166 programs or 434 placements for the 214. Eight percent of the graduates (337 persons from 166 programs or 434 persons from 214 programs) accepted placement outside the preceding four kinds of settings.

Public agencies are the most frequent employers for Mental Health Counselor Education graduates. Using the number of graduates reported by 63 programs (Table 8.2), 844 (48% x 1,758) graduates secured employment in this setting the first year after graduation. If what was true for the 63 programs also was true for the 85 programs identified (Table 8.1), then 1,139 (85/63 x 844) graduates were placed in public agencies. Using the same bases for calculations, the following placements were obtained: private practice, 440 (25% x 1,758) placements for 63 programs or 594 placements for the 85; continuing into advance program of study, 246 (14% x 1,758) placements for 63 programs or 332 placements for 85 programs; and managed care, 123 (7% x 1,758) placements for 63 programs or 165 placements for the 85. Six percent of the graduates (105 persons from 63 programs or 142 persons from 85 programs) accepted placement outside the preceding four kinds of settings.

Community and Mental Health Counselor Education programs are preparing counselors to accept positions primarily in public and private agencies. Whether or not the number of graduates is appropriate or more (or less) programs will be needed in response to the changing national health care system reform is open to further study.

Chapter 9

MARRIAGE AND FAMILY THERAPIST/COUNSELOR EDUCATION

Master's Degree Programs

Programs for Marriage and Family Therapist/Counselor Education master's degrees are analyzed in this chapter. The composite information is presented in Tables 9.1 through 9.6. The 102 Marriage and Family Therapist/Counselor Education programs were identified from the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), prior editions of *Counselor Preparation*, and nonaccredited sources. Reporting on these programs dates back to the prior counselor preparation studies. Some comparisons of the results from the 1983, 1986, 1990, and 1993 studies are made with regard to the number of master's degree programs, average number of students enrolled, and average number of students graduated yearly.

Approximately 9% (102 out of 1,086) of all the master's degree programs identified in this study are in Marriage and Family Therapist/Counselor Education. The majority of these degrees are either Master of Science, 47% (48/102), or Master of

Arts, 37% (38/102). Based on the total number of graduates from all seven master's degree program areas, Marriage and Family graduates constitute less than one-tenth of the total number of graduates each year (1,404 out of 17,086).

The entrance requirements have increased for some criteria, particularly for the GRE and MAT admission test scores. However, other admission requirement categories such as prior work experience, undergraduate GPA, number of courses previously completed, and letters of recommendation have all shown a slight decrease.

The Marriage and Family Therapist/Counselor Education program is, on an average, a two-year, full-time equivalent program consistent with CACREP and COAMFTE standards. The average time required in supervised counseling practice in these programs is 930 clock hours (equivalent to full-time supervised practice for 24 weeks). A two-year, full-time equivalency program is consistent with CACREP accreditation standards.

Graduates of Marriage and Family Therapist/Counselor Education programs are accepting employment in a variety of work settings. Public agencies account for 37% of post-graduate employment while another 37% of students find work in private settings the first year after graduation. Managed care facilities employ about 9% of the graduates with another 12% of the graduate students choosing to further their education in an advanced graduate program.

NUMBER OF PROGRAMS

The number of Marriage and Family Therapist/Counselor Education master's degree programs exceeds the 102 responding programs. The unaccounted for programs are a result of some programs not returning the Data Collection Form or returning the survey with incomplete data. Four written and one telephone requests were made to obtain the information.

During this study, 102 Marriage and Family Therapist/Counselor Education programs responded indicating a program existed. There are a total of 41 accredited Marriage

and Family Therapist/Counselor Education programs (36 by COAMFTE and 6 by CACREP). One program holds accreditation from both: COAMFTE and CACREP. Forty-one of the 47 accredited programs responded to this study. Since 6 of the 47 accredited programs elected not to respond, there are at least 108 Marriage and Family programs.

COAMFTE had accredited 28 master's level programs and had 14 additional programs in the process for candidacy status. Thus, a total of 42 programs were accredited or in the process of gaining accreditation. Of those 42 programs, 26 with accreditation responded or 93% (26/28) and 10 with a classification of candidacy status in process responded or 71% (10/14). Overall, 36 of the 42 (86%) reported with a Data Collection Form. All six (100%) of the CACREP programs reported data. The 36 COAMFTE programs and six CACREP programs make a total of 42 programs; however, one program has accreditation in both. Therefore 41, not 42, of the 102 programs are accredited.

Table 9.1
Number of Marriage and Family Counseling/Therapy Master's Degree Programs

Total Number of Programs Identified	108
Number of Programs Responding	102 (73%)
Total Number of Programs with Accreditation	47
Total Number of COAMFTE Programs	42*
Total Number of CACREP Programs	6*
Number of Accredited Programs Responding	41 (87%)
Number of COAMFTE Programs Responding	36*(86%)
Number of CACREP Programs Responding	6*(100%)
Percentage of Responding Programs with COAMFTE Accreditation (36/102)	35%
Percentage of Responding programs with CACREP Accreditation (6/102)	6%
Degree Types:	
Master of Science (MS)	48 (47%)
Master of Arts (MA)	38 (37%)
Master of Education (MEd)	3 (3%)
All other degrees average less than 2% each	

*One program holds accreditation from both--COAMFTE and CACREP; thus a total of 41 programs with 42 accreditations

Forty-one of the 102 programs (40%) that responded are nationally accredited by either COAMFTE or CACREP. Marriage and Family Therapy/Counseling programs have been accredited

by COAMFTE since 1986 and CACREP since October of 1990. In 1983 and 1986, 12 and 19 master's degree programs, respectively, were accredited by COAMFTE. In 1990, 22 programs held COAMFTE accreditation.

The most frequent type of degree offered for Marriage and Family Therapist/Counselor Education graduates is the Master of Science; 47% of the degree were of this type. The second most popular degree is the Master of Arts at 39%. The Master of Education degree is offered in only 3% of the programs. All other degree offerings are less than 2%.

Doctoral level and post degree programs account for 42% of the total accredited programs (see Chapter 18 on Marriage and Family doctoral programs for more information).

TRENDS

The number of Marriage and Family Therapist/Counselor Education programs identified and responding has increased dramatically since 1990, when the number identified was 30. The number of responding programs in 1993 has increased by 240% (from 30 to 102) when compared to the number of programs in 1990. Seventy-four percent (102/138) of the identified programs responded with data in 1993. The 1993 Data Collection Form response rate reflects an increase of 4% over the 1990 study where 21 out of 30 or 70% responded. The number of master's degree, doctoral, and post-degree programs with COAMFTE accreditation has increased by 204% since 1983, from 24 to 73. The number of COAMFTE accredited master's degree programs increased by 133% since 1983, from 12 to 28. Those institutions reporting master's degree programs were granting Master of Science degrees (47%) more frequently than Master of Arts degrees (39%).

IMPLICATIONS

Marriage and Family Therapist/Counselor Education programs are preparing counselors to accept positions in public and private agencies. The master's programs provide students with broad areas of theory and practice in marriage and family therapy and entry level educational requirements for independent

clinical practice in the profession. The majority of Marriage and Family training programs are not accredited. If accreditation is important for this profession to become recognized by third-party providers and others, then much work remains for those supporting accreditation to convince additional Marriage and Family training programs to become accredited. Furthermore, resolution needs to be found to differences between COAMFTE and CACREP organizations.

NUMBER OF STUDENTS

Each year more than 1,404 students (1,032 females and 372 males) graduate from Marriage and Family Therapist/Counselor Education programs. The 1993 Marriage and Family program data indicate that the average number of females graduating per program is three times that of the average number of male graduates.

Table 9.2
Number of Students Enrolled and Graduated Yearly

	Number of Programs Responding		Number of Students		Average Number of Graduates Per Program	
	1990	1993	1990	1993	1990	1993
Students Enrolled	21	71	ND	3,219	ND	45
Females Graduated Yearly	21	69	208	1,032	9.9	15
Males Graduated Yearly	21	68	107	372	5.1	5.5
Total Graduated Yearly	21	71	315	1,404	15	20

Note
ND = no comparable data

Respondents indicated 3,219 students are enrolled in Marriage and Family Therapist/Counselor Education programs. This number equates to an average of 45 students per program (3,219/71). The 1993 data on enrollment and number of

students graduated each year was provided by 60% (71/102) of the responding institutions. The 1993 enrollment by gender data was provided by approximately 68% (69/102) of the responding programs.

TRENDS

The average number of students graduated each year in Marriage and Family Therapist/Counselor Education programs has increased by 33% over the past three years, from 15 to 20. The number of reported graduates from Marriage and Family programs has increased by approximately 345%, from 315 in 1990 to 1,404 in 1993.

The increase in number of graduates and the average number of students graduated each year appears to be due to females. While the average number of male graduates remained fairly constant, from 5.1 to 5.5, the average number of female graduates has increased from 9.9 to 15. The ratio of female to male graduates in 1990 was approximately 2 to 1 (208 to 107). The 1993 ratio has increased to 2.8 to 1 (1,032 to 372). This trend of more female than male trainees has been present over a period of years and continues to rise.

IMPLICATIONS

The projected number of graduates from the 108 identified Marriage and Family counseling programs each year is 2,160 (20 graduates per program).

Marriage and Family Counselors/Therapists are graduating at the rate of one each year for each 2.3 students enrolled (3,219 students were enrolled and 1,404 graduated in 1993). If this a two-year, full-time program and recognition is given for some enrollees not being full-time, then the number of dropouts appears to be small.

A greater number of female students than males are entering Marriage and Family training programs, by a margin of almost 3 to 1, and will be entering the work force in the near future. Thus, females will continue to outnumber male Marriage and Family counselors in the future.

ADMISSION REQUIREMENTS

The number of programs that supplied data for admission requirements varied by component. The number of responding programs in 1990 ranged from a high of 17 for Undergraduate GPA, to low of one for Number of Counseling Courses Previously Completed and Number of Years of Prior Work Experience. The number of responding programs in 1993 ranged from a high of 69, Letters of Recommendation, to a low of 5, Analytical GRE Scores. Despite the low response rate, the authors believe these data are representative of Marriage and Family Therapist/Counselor Education programs. Why all programs did not supply complete information is unclear. The response rate may be due to flexible admission requirements such as admission being determined on a composite of different considerations, or due to the lack of time and energy of the contact person at the institutions supplying data. However, if the admission standards are variable rather than fixed, a specific response is not possible.

Less than a third of the programs indicated admission aptitude test scores were required. Twenty-eight percent (29/102) of the programs require the GRE Total and 20 percent (20/102) require the MAT.

The 1993 average GRE Verbal and Quantitative scores both showed an increase over the 1990 reported scores. The average for both scores was slightly more than 480. The average MAT test scores also showed a slight increase from an average score of 42 in 1990 to 45.5 in 1993. There was no significant difference between the Verbal, Quantitative, and Analytical GRE Scores requirements; all ranged from 481 to 494.

A slight majority of the responding programs (61%, 62/102 programs) utilize the undergraduate grade point average as admission criteria, but only 27% (28/102) use the graduate grade point average as criteria. Marriage and Family programs require an average undergraduate GPA of 2.8 and an average graduate grade point average of 3.0.

Table 9.3
Admission Requirements

Test Scores	1990		1993		Change Over Past Three Years
GRE	N	Average	N	Average	
Total	10	920	29	978	increase
Verbal	3	450	19	483	increase
Quantitative	3	417	17	481	increase
Analytical	ND	ND	5	494	
MAT	7	42	20	45.5	increase
Grade Point Average					
Undergraduate	17	2.9	62	2.8	decrease
Graduate	7	3.1	28	3.0	decrease
Number of Courses Previously Completed					
Psychology	5	3.6	42	3.4	decrease
Counseling	1	1.0	22	0.8	decrease
Other	ND	ND	16	0.4	ND
Number of Years of Prior Work Experience					
	1	2	28	0.45	decrease
Number of Letters of Recommendation					
	14	2.9	69	2.7	decrease
Pre-admission Interview Required					
	ND	ND	72	56 78%*	ND

Note:
N = Number of Programs Tabulated
ND = No Comparable Data Available
* Fifty-six programs reported requiring an admission interview.

Completed psychology courses are utilized as admission criteria by 41% (42/102) of the programs. Completed counseling courses are used as criteria by only 22 (22%) of the possible 102 responding programs. Requiring psychology and counseling classes as admission requirements has decreased slightly over the last three years. In 1993, 16% (16/102) of the programs specify Other courses as admission criteria.

Only 27% (28/102) of the programs reported utilizing work experience as admission criteria. The average number of years required was less than one (.45 years) in 1993.

The majority (68% or 69/102) of the programs reported requiring letters of recommendation as admission criteria. The average number of recommendation letters required has decreased slightly from 2.9 in 1990 to 2.7 in 1993. When programs require letters of recommendation as admission criteria, they usually require two or three (2.7) letters.

One half of the programs did report requiring an interview as part of the admission process. Fifty-six programs in 1993 indicated an interview was required as part of the admission criteria (78% of the 72 programs responding to this question indicated a preadmission interview was required).

TRENDS

The GRE and MAT scores, when used, seem to be increasing in terms of the minimum scores necessary to meet admission standards. In 1990, the average GRE Verbal admission score was 450, while in 1993, the average score rose to 483. This represents a 7.3% increase (33/450) in the test score in 3 years. The 1990 average required GRE Quantitative score for admission was 417; in 1993 the average score is 481, a 15.3% (64/417) increase during the three year period.

The average MAT admission score requirement also increased from 42 in 1990 to 45.5 in 1993. This 8.3% (3.5/42) increase is a similar rate of increase as the GRE score.

Grade point average requirements have been relatively stable over the three year period from 1990 to 1993. In 1990, the average undergraduate GPA requirement was 2.9 and the average graduate GPA requirement was 3.1. In 1993, GPA admission standards have decreased only .1 for both undergraduate and graduate.

The category of number of courses previously completed showed a slight decreases over this same three year period. The average number of required psychology courses decreased from 3.6 in 1990 to 3.4 in 1993. The average number of required counseling courses also decreased, from 1.0 in 1990 to .8 in 1993. No data were collected on other courses for 1990. But in 1993,

16 programs reported an average of .4 of a course for other courses required as admission requirements.

In 1990, the average number of years of prior work experience was two. This requirement decreased 78% (1.55/2) down to only an average of .45 years of experience required in 1993.

The average number of letters of recommendation required for admission criteria also decreased. In 1990, the average requirement was 2.9 letters, but in 1993, 69 programs reported an average requirement of 2.7, a decrease of 6.9%.

No data on preadmission interviews were in the 1990 study. In 1993, 56 programs responded using the preadmission interview as an admission requirement.

IMPLICATIONS

Admission requirements vary from program to program and may be moving toward a flexible criteria. Programs may be making selections based on multiple factors including GPA, GRE/MAT scores, prior course work, work experience, letters of recommendation, and interviews. Admission criteria for Marriage and Family Therapist/Counselor Education programs are consistent with other counseling specialties at the master's degree level.

GRADUATION REQUIREMENTS
Experiential Components in Clock Hours

An average of 317 clock hours of practicum was reported by 53 or 52% (53/102) of the Marriage and Family Therapist/Counselor Education programs in 1993. An average of clock hours of supervised internship was reported by 36 or 35% (36/102) of the programs.

TRENDS

Since 1986, the number of supervised practicum and internship hours required in Marriage and Family

Counseling/Therapy master's programs has steadily increased. Over the past seven years, there has been a 19% increase (from 780 to 930 clock hours) in the total average of hours required by these responding programs.

Table 9.4
Graduation Requirements
Supervised Experiential Components
in Clock Hours

	Number of Programs			Average Clock Hours		
	1986	1990	1993	1986	1990	1993
Practicum	21	21	53	252	277	317
Internship	17	19	36	528	527	613
Total Average Hours				780	804	930

Practicum clock hour requirements have increased over the seven year period from 1986 to 1993. In 1986, an average of 252 practicum clock hours was reported. In 1990, this number grew to an average of 277 practicum clock hours, and in 1993, the average number of clock hours required has risen to 317. This represents an increase of 26% (65/252) in the number of average clock hours required over this same seven year period. Internship requirements also have increased, by 16% since 1986 (from 528 to 613).

IMPLICATIONS

Supervised experiential components have increased. Marriage and Family Counselor/Therapist trainees are required to spend more time practicing under supervision. This trend is expected to advance the Marriage and Family Counseling/Therapy profession.

GRADUATION REQUIREMENTS
Academic Credit Hours

Table 9.5
Graduation Requirements
Total Academic Credit Hours Required

	Number of Programs		Average Credit Hours	
	1990	1993	1990	1993
Semester Hours	24	78	54	61
Quarter Hours	5	14	70	78

Note: N = Number of Programs Tabulated

The majority of Marriage and Family Therapist/Counselor Education programs utilize semester rather than quarter academic credit hours (78 to 14 programs). Seventy-six percent (78/102) of the programs indicated semester academic credit hours were required. Fourteen percent (14/102) of the programs indicated the quarter system. The average academic credit hours required were 61 semester and 78 quarter.

TRENDS

The average number of semester credit hours required for graduation has increased slightly, from 54 semester hours in 1990 to 61 semester hours in 1993. This change is an increase of approximately 13% (7/54) over the last three years. The number of semester hours translates into approximately a two-year, full-time program. This is consistent with (CACREP) accreditation requirements.

The average number of quarter hours required for graduation shows an increase as well, from 70 hours in 1990, to 78 hours in 1993. This is an increase of 11.5% (8/70) over this three year period.

Interestingly, in both 1990 and 1993, when equated, the number of semester hours required is substantially higher than the number of quarter hours required for graduation (taking into account that one semester hour is approximately equivalent to 1.5 quarter hours). This means that for 1993, the 61 semester

hours is actually equivalent to 91.5 (61 X 1.5 = 91.5) quarter hours. Why schools reporting in semester hours are requiring more class hours is unclear.

An increasing number of programs are reporting academic hours in semesters, 85% (78 out of 92) in 1993 compared to 83% (24 out of 29) in 1990. The response rate increased dramatically for this question, 217% (from 29 in 1990 to 92 in 1993).

IMPLICATIONS

The preparation of Marriage and Family Counselors/Therapists is a combination of academic work under the leadership of academic departments and applied experience under the supervision of practitioners within settings similar to where the student may be employed after graduation.

PLACEMENT OF GRADUATES

Fifty-three programs (52%, 53/102) supplied data regarding the placement of graduates. Forty-nine of the 102 programs did not supply any data regarding the placement of their graduates. Because not all of the programs placed graduates in each of the five employment categories, there will be differences in the number of programs placing graduates in each employment category.

Ninety-eight percent (52/53) of the responding programs placed graduates in private practice agencies such as licensed practitioner, professional corporation, or partnership. Thirty-seven percent of graduates from these 52 programs found employment in the private practice category.

Eighty-seven percent (46/53) of the responding programs placed graduates in public agencies such as United Way, comprehensive mental health centers, educational institutions, and hospitals. Thirty-seven percent of graduates from these 53 programs found employment in the public agency category.

Eighty-one percent (43/53) of the responding programs placed graduates in advanced graduate programs. Twelve percent of graduates from these 53 programs found placement in the advanced graduate programs category.

Sixty-four percent (34/53) of the responding programs placed graduates in managed care settings such as HMO, HMP, PPO, and EAPs. Nine percent of graduates from these 53 programs found employment in the managed care category.

Table 9.6
Placement
First Year after Graduation Listed in Rank Order for 1993.

Employment Category	Number of Programs Placing Graduates in Employment Category	Percentage of Programs Placing Graduates in Employment Category	Average Percentage of all Graduates Placed in Each Employment Category
Private Practice/Agency (Licensed Practitioner, Professional Corporation, Partnership)	52	98%	37%
Public Agency (United Way, CMHC, Educational Institution, Hospital)	46	87%	37%
Advanced Graduate Program	43	81%	12%
Managed Care (HMO, HMP, PPO, EAP)	34	64%	9%
Other Settings	14	26%	4%

Fifty-three programs responded to this item.

TRENDS

Graduates of Marriage and Family counseling/therapy programs are accepting positions in various kinds of settings. Private practice agencies and public agencies are the most frequent employment categories for first year graduates. Advanced graduate programs and managed care are followed by other settings. Graduates are accepting positions predominately

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in settings comparable to the purposes for which such programs are designed.

IMPLICATIONS

Public agencies and private practice are tied for the most frequent employers for Marriage and Family Counselor Education graduates. Using the number of graduates reported by 71 programs (Table 9.2), 519 (37% x 1,404) graduates secured employment in each of these settings the first year after graduation. If what was true for the 71 programs also was true for the 139 programs identified (Table 9.1), then 1,016 (139/71 x 1,404) graduates were placed in public agencies and the same approximate number in private practice. Using the same bases for calculations, the following placements were obtained: continuing into advance program of study, 168 (12% x 1,404) placements for 71 programs or 329 placements for 139 programs; and managed care, 126 (9% x 1,404) placements for 71 programs or 247 placements for the 139. Four percent of the graduates (56 persons from 71 programs or 110 persons from 139 programs) accepted placement outside the preceding four kinds of settings.

Marriage and Family programs are preparing counselors and therapists to accept positions primarily in public and private agencies. Whether the number of graduates is appropriate or if more programs will be needed in response to the changing health care system is open to further study.

Chapter **10**

REHABILITATION COUNSELOR EDUCATION

Master's Degree Programs

Eighty-eight Rehabilitation Counselor Education master's degree programs were analyzed in this edition. The composite information is presented in Tables 10.1 through 10.6.

Approximately 8% (88 out of 1,086) of all the master's degree programs identified in this study are in Rehabilitation Counseling. The majority of these degrees are Master of Education (11%), Master of Arts (17%) and Master of Science (50%). Based on the total number of graduates from all seven program areas, Rehabilitation Counseling constitutes approximately 7% of the total number of master's degree graduates each year (1,164 out of 17,086).

Most of the admission requirements have remained constant over the past three years with the exception of GRE Total score, which increased. Decreases were reported in requirements for number of previously completely psychology courses, number of years of prior work experience, and number of letters of recommendation.

Rehabilitation Counseling programs are, on an average, two-year, full-time equivalent programs, consistent with CORE standards. Included in these programs is supervised counseling practice of approximately 775 clock hours, equivalent to full-time supervised counseling practice for 20 weeks.

Graduates of Rehabilitation Counseling programs are accepting employment primarily in Rehabilitation settings. Public agencies and private practice agencies account for the majority of employment settings the first year after graduation.

NUMBER OF PROGRAMS

Table 10.1
Number of Rehabilitation Counseling Master's Degree Programs

Number of Programs Identified	99
Number of Programs Responding	88 (89%)
Number of Programs with CORE Accreditation	77
Number of CORE Programs responding	66 (86%)
Percentage of Responding Programs with CORE Accreditation (66/88)	75%
Degree Types:	
Master of Science (MS)	44 (50%)
Master of Arts (MA)	15 (17%)
Master of Education (MEd)	10 (11%)
. All other degrees average less than 5% each	

The number of Rehabilitation Counselor Education master's degree programs exceeds the 88 responding programs. The unaccounted for programs are a result of some programs not returning the data collection questionnaire or returning the survey with incomplete data. During this study, 88 Rehabilitation programs responded indicating a program existed. There are a total of 77 CORE accredited Rehabilitation Counselor Education programs. Sixty-six (86%) of the accredited programs responded. Since 11 of the 77 accredited programs elected not to respond, there are at least 99 Rehabilitation Counselor Education programs (88 plus the 11 CORE programs that didn't respond).

Seventy-five percent (66/88) of the 88 responding programs are CORE accredited. Rehabilitation Counselor Education programs have been accredited by CORE since 1977.

The most frequent type of Rehabilitation Counselor Education degree is the Master of Science (44 programs or 50%, 44/88). The next most popular type of degrees are Master of Arts (15 programs or 17%, 15/88) and Master of Education (10 programs or 11%, 10/88).

TRENDS

In 1986 and 1990, 44 and 61 Rehabilitation Counselor Education master's degree programs were identified, and 36 and 61 programs had CORE accreditation. In the period from 1986 to 1993, the number of programs identified increased by 125%, from 44 to 99 programs (55/44), and the number of CORE accredited programs increased by 114%, from 36 to 77 (41/36).

IMPLICATIONS

Rehabilitation Counselor Education programs are preparing counselors to accept positions in rehabilitation settings. The number of Rehabilitation Counselor Education programs is increasing. The majority of these programs are accredited, an indication that Rehabilitation Counselor Education programs value quality and professional training.

NUMBER OF STUDENTS

In 1993, 75 programs reported 3,215 students were enrolled in Rehabilitation Counselor Education programs, an average of 44 students per program. Twice as many females (11 to 5 ratio) graduate each year as do males. Seventy-five programs (85%, 75/88) reported an average of 16 students graduate each year with a master's degree in Rehabilitation Counseling. These programs reported 1,164 students graduate each year (800 females or an average of 11 per program and 364 males or an average of 5 per program).

Table 10.2
Number of Students Enrolled and Graduated Yearly

	Number of Programs Responding		Number of Students Enrolled		Average Number of Graduates Per Program	
	1990	1993	1990	1993	1990	1993
Students Enrolled	ND	75	ND	3,215	ND	44
Females Graduated Yearly	44	73	562	800	13	11
Males Graduated Yearly	44	72	267	364	6	5
Total Graduated Yearly	44	75	829	1,164	19	16

Note
ND = no comparable data

TRENDS

Females continue to outnumber male graduates two to one. The average number of graduates is 16 graduates per program. During the period 1990 to 1993, the average number of students graduated per program each year has decreased by 16%, from 19 to 16 graduates (3/19).

IMPLICATIONS

The projected number of graduates from the 99 identified programs each year is 1,584 (16 graduates per program). Each year 1,089 females and 495 males graduate with a major in Rehabilitation Counseling.

Each year, one rehabilitation counselor graduates for each 2.8 enrolled students (3,215/1,164). The number of dropouts appears to be small since students need a couple of years to complete the degree.

ADMISSION REQUIREMENTS

The number of programs that supplied data for admission requirements varied from one criterium to another. Twenty-four (27%, 24/88) Rehabilitation Counselor Education master's degree programs reported requiring an average GRE Total admission score of 963. Both Verbal and Quantitative average score requirements were approximately 467. Fifteen (17%, 15/88) Rehabilitation programs reported utilizing an average Miller Analogy Test admission score of 39.

Table 10.3
Admission Requirements

Test Scores	1990		1993		Change Over Past Three Years
GRE	N	Average	N	Average	
Total	17	965	24	963	decrease
Verbal	12	475	21	467	decrease
Quantitative	11	469	20	468	decrease
Analytical	ND	ND	2	450	ND
MAT	6	44	15	39	decrease
Grade Point Average					
Undergraduate	38	2.8	67	2.8	same
Graduate	12	3.1	30	3.1	same
Number of Courses Previously Completed					
Psychology	13	2.9	36	2.6	decrease
Counseling	3	6	19	0.4	decrease
Other	ND	ND	15	2.7	ND
Number of Years of Prior Work Experience					
	6	1.7	30	0.4	decrease
Number of Letters of Recommendation					
	33	3.0	72	2.8	decrease
Pre-admission Interview Required					
	ND	ND	69	46 67%*	ND

Note:
N = Number of Programs Tabulated
ND = No Comparable Data Available
* Forty-six programs reported requiring an admission interview.

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Sixty-seven (76%, 67/88) Rehabilitation programs reported requiring an average undergraduate GPA of 2.8 and thirty (34%, 30/88) programs reported requiring a graduate GPA of 3.1.

Thirty-six (41%, 36/88) Rehabilitation Counselor Education programs require an average of 2.6 previously completed psychology courses as admission criteria. Nineteen (22%, 19/88) Rehabilitation programs require an average of 0.4 previously completed counseling courses, and 15 (17%, 15/88) programs reported requiring an average of 2.7 other courses.

Thirty (34%, 30/88) programs require an average of 0.4 years of previous work experience for admission criteria. Seventy-two (82%, 72/88) programs require an average of 2.8 letters of recommendation as admission criteria. Forty-six (52%, 46/88) programs reported requiring an admission interview.

TRENDS

The GRE Total admission score, when used, has not changed over the past three years. In 1990, the required average GRE Total admission Score was 965, and in 1993 had decreased by only two to 963. The average GRE Verbal, GRE Quantitative, and MAT admission score requirements slightly decreased from 1990 to 1993. The GRE Verbal decreased from 475 in 1990 to 467 in 1993, the GRE Quantitative decreased from 469 to 468, and the MAT decreased from 44 to 39.

Undergraduate and graduate grade point average requirements remained constant during the past three years. The average number of previously completed psychology courses decreased over the past three years from 2.9 in 1990 to 2.6 in 1993. The average number of years of prior work experience decreased, from 1.7 in 1990 to .4 in 1993. The average number of required letters of recommendation decreased slightly from 3.0 in 1990 to 2.8 in 1993.

IMPLICATIONS

Admission requirements vary by program. Rehabilitation Counselor Education master's degree programs may be making selections based on multiple factors. Admission criteria for

Rehabilitation Counselor Education programs are consistent with other counseling specialties at the master's degree level.

GRADUATION REQUIREMENTS
Experiential Components in Clock Hours

Table 10.4
Graduation Requirements
Supervised Experiential Components
in Clock Hours

	Number of Programs			Average Clock Hours		
	1986	1990	1993	1986	1990	1993
Practicum	54	48	61	184	196	191
Internship	47	51	63	476	605	584
Total Average Hours				660	801	775

More than 600 clock hours of supervised counseling practice are required by most Rehabilitation Counselor Education master's degree programs. In 1993, 61 (69%, 61/88) programs reported requiring an average of 191 clock hours of practicum and 63 (72%, 63/88) programs reported requiring an average of 584 clock hours of internship, for a total average of 775 clock hours of supervised counseling practice.

TRENDS

Since 1986, the reported number of clock hours of supervised counseling practice has been gradually increasing for most Rehabilitation Counselor Education master's degree programs. The average number of clock hours has increased by 17%, from 660 to 775 (115/660).

IMPLICATIONS

Supervised counseling practice requirements have increased. Rehabilitation Counselor Education master's degree

trainees are required to spend more time practicing under supervision.

GRADUATION REQUIREMENTS
Academic Credit Hours

Table 10.5
Graduation Requirements
Total Academic Credit Hours Required

	Number of Programs		Average Credit Hours	
	1990	1993	1990	1993
Semester Hours	45	70	49	51
Quarter Hours	11	12	76	72

Note: N = Number of Programs Tabulated

Seventy (80%, 70/88) Rehabilitation Counselor Education programs reported requiring an average of 51 semester academic credit hours and 12 (14%, 12/88) of the programs reported requiring 72 quarter hours. Thus, the majority of programs are on a semester academic credit hour system.

TRENDS

Academic credit hour requirements have remained constant since 1990.

IMPLICATIONS

The preparation of Rehabilitation Counselors is a combination of academic work under the leadership of academic departments and applied experience under the supervision of practicing rehabilitation counselors. Most programs are the equivalent of two-year, full-time programs.

PLACEMENT OF GRADUATES

The most frequent employer for Rehabilitation Counselor Education graduates is public agencies such as United Way,

community mental health centers, comprehensive mental health centers, educational institutions, and hospitals in terms of percentage of programs reporting graduates securing employment the first year after graduation. Eighty-three percent (62/75) of the programs responded with placement data indicating graduates secured employment in this category. Fifty percent of all graduates accept first year placement in public agencies.

The second most frequent employer is private practice agencies such as a licensed practitioner, professional corporation, or partnership (79% of the programs, 59/75) with 28% of all graduates. Seven percent of all graduates gained employment in managed care, five percent went into advanced graduate training, and eight percent went into settings other than the previously listed four.

Table 10.6
Placement
First Year after Graduation Listed in Rank Order for 1993

Employment Category	Number of Programs Placing Graduates in Employment Category	Percentage of Programs Placing Graduates in Employment Category	Average Percentage of Graduates Placed in Employment Category
Public Agency (United Way, Comprehensive Mental health Center, Educational Institution, Hospital)	62	83	50
Private Practice/Agency (Licensed Practitioner, Professional Corporation, Partnership)	59	79	28
Advanced Graduate Program	46	61	5
Managed Care (HMO, HMP, PPO, EAP)	36	48	7
Other Settings	23	31	8

Seventy-five programs responded with data to this item.

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TRENDS

None generated because comparable data were not collected in prior years.

IMPLICATIONS

Public agencies are the most frequent employers for Rehabilitation Counselor Education graduates. Using the number of graduates reported by 75 programs (Table 10.2), 582 (50% x 1,164) graduates secured employment in this setting the first year after graduation. If what was true for the 75 programs also was true for the 99 programs identified (Table 10.1), then 768 (99/75 x 582) graduates were placed in public agencies. Using the same bases for calculations, the following placements were obtained: private practice, 326 (28% x 1,164) placements for 75 programs or 430 placements for the 99; continuing into advance program of study, 58 (5% x 1,164) placements for 75 programs or 77 placements for 99 programs; and managed care, 81 (7% x 1,164) placements for 75 programs or 108 placements for the 99. Eight percent of the graduates (93 persons from 75 programs or 123 persons from 99 programs) accepted placement outside the preceding four kinds of settings.

Chapter 11

SCHOOL COUNSELOR EDUCATION

Master's Degree Programs

Three hundred forty-eight School Counselor Education master's degree programs were analyzed in this edition. The composite information is presented in Tables 11.1 through 11.6.

Approximately 32% (348 out of 1,086) of all the master's level degree programs identified in this study are in School Counseling. The majority of these degrees are Master of Education (33%), Master of Arts (26%), and Master of Science (23%). Based on the total number of graduates from all seven master's degree program areas, School Counseling constitutes approximately 35% of the total number of master's degree graduates each year (6,031 out of 17,086).

Most of the admission requirements have remained constant over the past three years with the exception of GRE Total admission score, which increased. Decreases were reported in requirements for the number of previously completely psychology courses, the number of years of prior work experience, and the number of letters of recommendation.

School Counselor Education programs are, on an average, two-year, full-time equivalent programs, consistent with CACREP standards. The average time required in supervised counseling

practice in these programs is 634 clock hours, equivalent to full-time supervised practice for 16 weeks.

Graduates of School Counselor Education programs are accepting employment primarily in school settings. Secondary schools (34% of the graduates), middle schools (23%), and elementary schools (29%) account for the majority (86%) of employment the first year after graduation.

NUMBER OF PROGRAMS

Table 11.1
Number of School Counseling Master's Degree Programs

Number of Programs Identified	352
Number of Programs that Verify a Program Existed	348 (99%)
Number of Programs Responding with Data	292 (84%)
Total Number of Programs with CACREP Accreditation	74
Number of CACREP Programs Responding	70 (95%)
Percentage of Responding Programs with CACREP Accreditation	20%
Degree Types:	
Master of Education (MEd)	114 (33%)
Master of Arts (MA)	89 (26%)
Master of Science (MS)	80 (23%)
Master of Education/Master of Science (MEd/MS)	14 (4%)
Master of Science in Education (MSEd)	13 (4%)
All other degrees average less than 2% each	

The number of School Counselor Education master's degree programs exceeds the 348 responding programs. The unaccounted for programs are a result of some programs not returning the data collection questionnaire or returning the survey with incomplete data. During this study, 348 School Counselor Education programs responded indicating a program existed. There are a total of 74 CACREP accredited School Counselor Education programs. Seventy (95%) of the accredited programs responded. Since four of the 74 accredited programs elected not to respond, there are at least 352 School Counselor Education programs (348 plus the four CACREP programs that didn't respond).

Twenty percent of the 348 responding programs are CACREP accredited. School Counselor Education programs have been accredited by CACREP since 1981.

The most frequent type of School Counselor Education degree is Master of Education (114 programs or 33%, 114/348). The next two most popular types of degrees are Master of Arts (89 programs or 26%, 89/348) and Master of Science (80 programs or 23%, 80/348).

TRENDS

In 1990, 211 School Counselor Education master's degree programs were identified and 45 programs had CACREP accreditation. In 1993, the number of programs identified increased by 67%, to 352 programs, and the number of CACREP accredited programs increased by 64% since 1990, from 45 to 74 programs.

IMPLICATIONS

School Counselor Education programs are preparing counselors to accept positions in educational settings as guidance counselors. The percentage of programs CACREP accredited is increasing However, the majority of these programs are not accredited. If accreditation is important for counseling to become recognized as a profession, then much work remains for those with this belief to convince additional counselor educators at nonaccredited programs to seek CACREP accreditation.

NUMBER OF STUDENTS

Table 11.2
Number of Students Enrolled and Graduated Yearly

	Number of Programs			Number of Students			Average Number of Graduates Per Program		
Year	1986	1990	1993	1986	1990	1993	1986	1990	1993
Students Enrolled	ND	ND	281	ND	ND	15,438	ND	ND	55
Females Graduated Yearly	207	211	266	2,511	3,114	4,461	12	15	17
Males Graduated Yearly	207	211	265	1,297	1,310	1,570	6	6	6
Total Students Graduated Yearly	207	211	266	3,808	4,424	6,031	18	21	23

In 1993, 281 programs reported 15,438 students were enrolled in School Counselor Education programs, an average of 55 students per program. Approximately, three times as many females graduate each year as do males (17 to 6 ratio). Two hundred sixty-six programs (76%, 266/348) graduate an average of 23 students each year with a master's degree in School Counselor Education. These programs reported 6,031 students graduate each year (4,461 or an average of 17 females and 1,570 or an average of 6 males per program).

TRENDS

Females continue to outnumber male graduates three to one. The number of graduates appears to be above 20 per program. The average number of students graduated per program each year has increased by 28% from 1986, from 18 to 23 graduates per program (5/18).

IMPLICATIONS

The projected number of graduates from the 352 identified programs each year is 8,096 (23 graduates per program). Each year 5,984 females and 2,112 males graduate with a major in School Counseling.

Each year, one school counselor graduates for each 2.4 enrolled students. Since this major is a two-year full-time program and recognition is given for some enrollees not being full-time, the number of dropouts appears to be small.

ADMISSION REQUIREMENTS

The number of programs that supplied data for admission requirements varied from criterium to criterium. One hundred four (30%, 104/348) School Counselor Education master's degree programs reported requiring an average GRE Total admission score of 962. Both Verbal and Quantitative score average requirements were approximately 450. Sixty-one (18%, 61/348) School Counselor Education programs reported utilizing an average Miller Analogy Test admission score of 42.

Table 11.3
Admission Requirements

Test Scores	1990		1993		Change Over Past Three Years
GRE	N	Average	N	Average	
Total	46	930	104	962	increase
Verbal	22	458	73	454	decrease
Quantitative	20	456	65	450	decrease
Analytical	ND	ND	21	457	ND
MAT	20	42	61	42	same
Grade Point Average					
Undergraduate	104	2.9	253	2.8	decrease
Graduate	64	3.0	122	3.0	same
Number of Courses Previously Completed					
Psychology	38	4.1	146	2.4	decrease
Counseling	6	2	94	1	decrease
Other	ND	ND	81	2.8	ND
Number of Years of Work Experience	29	1.4	148	1.0	decrease
Number of Letters of Recommendation	91	2.9	257	2.6	decrease
Interview Required	ND	ND	271	145* (54%)	ND

Note:
N = Number of Programs Tabulated
ND = No Comparable Data Available
* One hundred forty-five programs reported requiring an admission interview.

Two hundred fifty-three (73%, 253/348) School Counselor Education programs reported requiring an average undergraduate GPA of 2.8, and one hundred twenty-two (35%, 122/348) programs reported requiring an average graduate GPA of 3.0.

One hundred forty-six (42%, 146/348) School Counselor Education programs require an average of 2.4 previously completed psychology courses as an admission criterium. Ninety-four (27%, 94/348) programs require an average of 1.0 previously completed counseling courses, and 81 (23%, 81/348) programs reported requiring 2.8 other courses.

One hundred forty-eight (43%, 148/348) programs require an average of one year of previous work experience before admission. Two hundred fifty-seven (74%, 257/348) programs

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require an average of 2.6 letters of recommendation as an admission criterium. One hundred forty-five (42%, 145/348) programs reported requiring an admission interview.

TRENDS

The GRE Total score, when used, is increasing in terms of the minimum scores necessary to meet admission standards. In 1990, the reported average GRE Total Score was 930, while in 1993, the average rose to 962, a 3% (32/930) increase. The GRE Verbal and GRE Quantitative average admission scores slightly decreased between 1990 to 1993; GRE Verbal decreased from 458 to 454, and GRE Quantitative decreased from 456 to 450. The MAT average admission score requirement did not change between 1990 to 1993, remaining at 42.

Undergraduate and graduate grade point average requirements remained constant during the past three years. The number of previously completed psychology courses may have decreased over the past three years. The admission criteria for prior work experience and the number of letters of recommendation appears not to be changing.

IMPLICATIONS

Admission requirements vary by program. School Counselor Education master's degree programs may be making selections based on multiple factors. Admission criteria for School Counselor Education programs are consistent with other counseling specialties at the master's degree level.

GRADUATION REQUIREMENTS
Experiential Components in Clock Hours

More than 600 clock hours of supervised counseling practice are required by most School Counselor Education master's degree programs. In 1993, 215 (62%, 215/348) programs reported requiring an average of 163 clock hours of practicum, and 187 (54%, 187/348) programs reported requiring an average of 471 clock hours of internship, for a total average of 634 clock hours of supervised counseling practice.

Table 11.4
Graduation Requirements
Supervised Experiential Components
in Clock Hours

	Number of Programs			Average Clock Hours		
	1986	1990	1993	1986	1990	1993
Practicum	230	212	215	158	190	163
Internship	104	147	187	259	413	471
Total Average Hours				417	603	634

TRENDS

Since 1986, the reported number of clock hours of supervised counseling practice has been increasing gradually for most School Counselor Education master's degree programs. The average number of clock hours has increased by 52%, from 417 to 634.

IMPLICATIONS

Supervised counseling practice requirements have increased. School Counselor Education master's degree trainees are required to spend more time practicing under supervision.

GRADUATION REQUIREMENTS
Academic Credit Hours

Table 11.5
Graduation Requirements
Total Academic Credit Hours Required

	Number of Programs		Average Academic Hours	
	1990	1993	1990	1993
Semester Hours	199	286	43	45
Quarter Hours	38	49	63	66

Two hundred eighty-six (82%, 286/348) School Counselor Education programs reported requiring an average of 45 semester academic credit hours, and 49 (14%, 49/348) of the programs reported requiring 66 quarter hours. Thus, the majority of programs are on a semester credit hour system.

TRENDS

Academic credit hour requirements have remained constant since 1990.

IMPLICATIONS

The preparation of School Guidance Counselors is a combination of academic work under the leadership of academic departments and applied experience under the supervision of practicing school counselors. Most programs are the equivalent of two-year, full-time programs.

PLACEMENT OF GRADUATES

Table 11.6
Placement
First Year after Graduation
Listed in Rank Order for 1993

Employment Category	Number of Programs Placing Graduates in Employment Category	Percentage of Programs Placing Graduates in Employment Category	Average Percentage of all Graduates Placed in Each Employment Category
Elementary School	225	96%	29%
Middle School	211	90%	23%
Secondary School	207	88%	34%
Advance Graduate Placement	152	65%	7%
Other	74	31%	7%

Note:
Two hundred thirty-five programs responded with data to this item.

The most frequent employer for School Counselor Education graduates is the secondary school in terms of percentage of programs reporting graduates securing employment the first year after graduation. Eighty-eight percent (207/235) of the programs responding with placement data indicated graduates secured employment in this category. Thirty-four percent of the graduates went into secondary schools. Secondary schools are followed by elementary schools with 29% of the graduates, middle schools with 23%, graduate school with seven percent, and other employment categories with seven percent.

TRENDS

None generated because comparable data were not collected in prior years.

IMPLICATIONS

Secondary Schools are the most frequent employers for School Counselor Education graduates. Using the number of graduates reported by 266 programs (Table 11.2), 2,051 (34% x 6,031) graduates secured employment in this setting the first year after graduation. If what was true for the 266 programs that supplied placement data also was true for the 352 programs identified (Table 10.1), then 2,713 (352/266 x 2,051) graduates were placed in secondary schools. Using the same bases for calculations, the following placements were obtained: elementary schools, 1,749 (29% x 6,031) placements for 266 programs or 2,314 placements for the 352; middle schools, 1,387 (23% x 6,031) placements for 266 programs or 1,835 placements for 352 programs; and continuing into advanced program of study, 422 (7% x 6,031) placements for 266 programs or 558 placements for the 352. Seven percent of the graduates (422 persons from 266 programs or 559 persons from 352 programs) accepted placement outside the preceding four kinds of settings.

Chapter **12**

STUDENT AFFAIRS COUNSELOR EDUCATION

Master's Degree Programs

One hundred eight Student Affairs Counselor Education master's degree programs verified a program existed. The composite information is presented in Tables 12.1 through 12.6.

Approximately 10% (108 out of 1,086) of all the master's level degree programs identified in this study are in Student Affairs Counseling. The majority of these degrees are Master of Science (32%), Master of Arts (24%), and Master of Education (20%). Based on the number of graduates from all seven master's degree program areas, Student Affairs Counselor Education graduates constitutes approximately 6.5% of the total number of master's degree graduates each year (1,110 out of 17,086).

The admission requirements are similar to other master's degree programs. Student Affairs Counselor Education programs are, on an average, two-year, full-time equivalent programs, consistent with CACREP standards. The average time required in supervised counseling practice in these programs is 667 clock hours, equivalent to full-time supervised practice for 17 weeks.

Graduates of Student Affairs Counselor Education programs are accepting employment the first year after graduation in a variety of public and private colleges and universities and some continue on with higher education.

NUMBER OF PROGRAMS

Table 12.1
Number of Student Affairs Counseling Master's Degree Programs

Number of Programs Identified	124
Number of Programs Responding with Data	108 (87%)
Total Number of Programs with CACREP Accreditation	45
Number of CACREP Programs Responding	29 (64%)
Percentage of Responding Programs with CACREP Accreditation (29/108)	27%
Degree Types:	
Master of Science (MS)	35 (32%)
Master of Arts (MA)	26 (24%)
Master of Education (MEd)	22 (20%)
Master of Science in Education (MSEd)	9 (9%)
All other degrees average less than 4% each	

The number of Student Affairs Counselor Education master's degree programs probably exceeds 108. One hundred eight programs supplied data. There are 45 CACREP accredited Student Affairs Counselor Education programs (29 programs with a counseling emphasis, 11 with development emphasis, and 5 with administrative emphasis). Twenty-nine (64%) of the accredited programs responded. Since 16 of the 45 accredited programs elected not to respond, there are at least 124 Student Affairs Counselor Education programs.

Twenty-seven percent of the 108 responding programs are CACREP accredited. Student Affairs Counselor Education programs have been accredited by CACREP since 1981.

The most frequent type of Student Affairs Counselor Education degree is the Master of Science (35 programs or 32%, 35/108), Master of Arts (26 programs or 24%, 26/108), and Master of Education (22 programs or 20%, 22/108).

TRENDS

Because data were not collected in 1990 for Student Affairs Counselor Education master's degree programs, trends cannot not be delineated.

IMPLICATIONS

Student Affairs Counselor Education programs are preparing individuals to accept positions in various settings as student personnel counselors and specialists. The percentage of CACREP programs that supplied data is moderate (64%). Thirty-six percent (45/124) existing programs are accredited. If accreditation is important for student personnel counselors and specialists to become recognized as a profession within counseling, then much work remains for those with this belief to convince additional counselor educators at nonaccredited programs to seek CACREP accreditation.

NUMBER OF STUDENTS

Table 12.2
Number of Students Enrolled and Graduated Yearly

	Number of Programs Responding	Number of Students	Average Number of Graduates Per Program
Students Enrolled	95	3,094	33
Females Graduated Yearly	90	741	8
Males Graduated Yearly	89	369	4
Total Graduated Yearly	95	1,110	12

In 1993, 95 programs reported 3,094 students were enrolled in Student Affairs Counselor Education programs, an average of 33 students per program. Approximately two times as many females graduate each year as do males (2 to 1 ratio). Ninety-five programs (88%, 95/108) graduate an average of 12 students each year with a master's degree in Student Affairs Counselor Education. These programs reported 1,110 students graduate each year (741 or an average of 8 females and 369 or an average of 4 males per program).

TRENDS

Because data were not collected in 1990 for Student Affairs Counselor Education master's degree programs, trends cannot not be delineated.

IMPLICATIONS

The projected number of graduates from the 124 identified programs each year is 1,488 (12 graduates per program). Each year 992 females and 496 males graduate with a major in Student Affairs Counseling.

Each year, one Student Affairs Counselor graduates for each 2.8 enrolled students (3,094/1,110). Since this major is a two-year, full-time program and recognition is given for some enrollees not being full-time, the number of dropouts appears to be small.

ADMISSION REQUIREMENTS

The number of programs that supplied data for admission requirements varied from criterium to criterium. Thirty-six (33%, 36/108) Student Affairs Counselor Education master's degree programs reported requiring an average GRE Total admission score of 958. The average GRE Verbal admission score was 454 and the average GRE Quantitative score was 447. The average of the 24 (22%, 24/108) programs that reported utilizing an average Miller Analogy Test admission score of 43.

Ninety (83%, 90/108) Student Affairs Counselor Education programs reported requiring an average undergraduate GPA of 2.8 and 40 (37%, 40/108) programs reported requiring an average graduate GPA of 3.0.

Fifty-one (47%, 51/108) Student Affairs Counselor Education programs require an average of 1.5 previously completed psychology courses as an admission criterium. Thirty (28%, 30/108) programs require an average of one previously completed counseling course, and 31 (29%, 31/108) programs reported requiring 1.4 other courses.

Table 12.3
Admission Requirements

Requirement	N	Average
GRE Total	36	958
GRE Verbal	28	454
GRE Quantitative	25	447
GRE Analytical	7	441
MAT	24	43
Grade Point Average		
Undergraduate	90	2.8
Graduate	40	3.0
Number of Courses Completed		
Psychology	51	1.5
Counseling	30	1.0
Other	31	1.4
Number of Years of Work Experience		
	49	1.3
Number of Letters of Recommendation		
	91	2.7
Interview Required	93	52 (56%)*

* Fifty-two programs reported requiring an admission interview

Forty-nine (45%, 49/108) programs require an average of 1.3 years of previous work experience before admission. Ninety-one (84%, 91/108) programs require an average of 2.7 letters of recommendation as an admission criterium. Fifty-two

(48%, 52/108) programs reported requiring an admission interview.

TRENDS

Because data were not collected in 1990 for Student Affairs Counselor Education master's degree programs, trends cannot not be delineated.

IMPLICATIONS

Admission requirements vary by program. Student Affairs Counselor Education master's degree programs may be making selections based on multiple factors. Admission criteria for Student Affairs Counselor Education programs are consistent with other counseling specialties at the master's degree level.

GRADUATION REQUIREMENTS
Experiential Components in Clock Hours

Table 12.4
Graduation Requirements
Supervised Experiential Components
in Clock Hours

	Number of Programs	Average Clock Hours
	1993	1993
Practicum	72	169
Internship	66	498
Total Average Hours		667

More than 660 clock hours of supervised counseling practice are required by most Student Affairs Counselor Education master's degree programs. In 1993, 72 (67%, 72/108) programs reported requiring an average of 169 clock hours of practicum, and 66 (61%, 66/108) programs reported requiring an average of 498 clock hours of internship, for a total average of 667 clock hours of supervised counseling practice.

TRENDS

Since data were not collected in 1990 for Student Affairs Counselor Education master's degree programs trends cannot not be delineated.

IMPLICATIONS

Supervised counseling practice requirements has increased. Student Affairs Counselor Education master's degree trainees are required to spend more time practicing under supervision.

GRADUATION REQUIREMENTS
Academic Credit Hours

Table 12.5
Graduation Requirements
Total Academic Credit Hours Required

	Number of Programs		Average Credit Hours	
	1990	1993	1990	1993
Semester Hours	8	91	43	45
Quarter Hours	1	14	63	65

Note: N = Number of Programs Tabulated

Ninety-one (84%, 91/108) Student Affairs Counselor Education programs reported requiring an average of 45 semester academic credit hours and 14 (13%, 14/108) of the programs reported requiring 65 quarter hours. Thus, the majority of programs are on a semester credit hour system.

TRENDS

Because data were not collected in 1990 for Student Affairs Counselor Education master's degree programs, trends cannot not be delineated.

IMPLICATIONS

The preparation of Student Affairs Counselors and Specialists is a combination of academic work under the leadership of academic departments and applied experience under the supervision of practicing Student Affairs Counselors. Most programs are the equivalent of two-year, full-time programs.

PLACEMENT OF GRADUATES

Table 12.6
Placement.
First Year after Graduation Listed in Rank Order for 1993.

Employment Category	Number of Programs Placing Graduates in Employment Category	Percentage of Programs Placing Graduates in Employment Category	Average Percentage of all Graduates Placed in Each Employment Category
Public Colleges and Universities	79	95%	55%
Private Colleges and Universities	79	95%	25%
Advanced Graduate Programs	66	80%	10%
Other Settings	35	42%	8%

Eighty-three programs responded to this item.

In terms of the percentage of programs reporting graduates securing employment the first year after graduation, the most frequent employers for Student Affairs Counselor Education graduates are public colleges and universities where 55% of the graduates are placed by 95% (79/83) of the programs. The next most frequent place of employment is private colleges and universities where 25% of the graduates are placed. Ten percent

of graduates continue into advanced graduate programs and eight percent accept placement in other settings.

TRENDS

Because data were not collected in 1990 for Student Affairs Counselor Education master's degree programs, trends cannot not be delineated.

IMPLICATIONS

Public colleges and universities are the most frequent employers for Student Affairs Counselor Education graduates. Using the number of graduates reported by 95 programs (Table 12.2), 611 (55% x 1,110) graduates secured employment in this setting the first year after graduation. If what was true for the 95 programs also was true for the 124 programs identified (Table 12.1), then 797 (124/95 x 611) graduates were placed in public colleges and universities. Using the same bases for calculations, the following placements were obtained: private colleges and universities, 278 (25% x 1,110) placements for 95 programs or 363 placements for the 124; and continuing into advance program of study, 111 (10% x 1,110) placements for 95 programs or 145 placements for 124 programs. Eight percent of the graduates (189 persons from 95 programs or 116 persons from 124 programs) accepted placement outside the preceding three kinds of settings.

Chapter 13

OTHER COUNSELOR EDUCATION

Master's Degree Programs

One hundred fifty-one other Counselor Education programs were analyzed in this edition. The composite information is presented in Tables 13.1 through 13.6. Approximately 14% (151 out of 1,086) of all the master's level degree programs identified in this study are in majors not specified by CACREP, COAMFTE, and/or CORE. The majority of these degrees are Master of Arts (38%), Master of Science (34%), and Master of Education (11%). Based on the total number of graduates from all seven master's degree program areas, other counseling majors constitute approximately 8% of the total number of master's degree graduates each year (1,409 out of 17,086 listed by the 818 programs that supplied number of graduates annually).

Most of the admission requirements have increased over the past three years with the exception of the GRE Verbal score and number of letters of recommendation, which decreased.

Other Counselor Education programs are, on an average, two-year, full-time equivalent programs. The average time required in supervised counseling practice in these programs is 802 clock hours, equivalent to full-time supervised practice for 20 weeks.

Graduates of other Counselor Education programs are accepting employment the first year after graduation in a variety of settings such as public agencies, private practice agencies, advanced graduate programs, managed care, and other settings.

NUMBER OF PROGRAMS

Table 13.1
Number of Other Counseling Master's Degree Programs

Number of Other Programs	151
Total Number of Programs with AAPC Accreditation	36
Other Counseling Degree Types	
Master of Arts (MA)	58 (38%)
Master of Science (MS)	51 (34%)
Master of Arts in Education (MAEd)	16 (11%)
All other degrees average less than 3% each	

The number of other Counselor Education master's degree programs identified is 151 programs. Thirty-six of the 151 responding programs are AAPC accredited. Pastoral Counselor Education programs have been accredited by AAPC since 1971.

Similar to the other counseling specialties, the title of program majors in other counseling master's degrees varies greatly. The most frequently listed titles could be categories as career counseling, gerontological counseling, substance abuse counseling, pastoral counseling, general counseling, personnel and human services counseling, human resources counseling, and business and industrial counseling.

The most frequent type of Other Counselor Education Degrees are Master of Arts (58 programs or 38%, 58/151), Master

of Science (51 programs or 34%, 51/151), and Master of Arts in Education (16 programs or 11%, 16/151).

TRENDS

Because data were not collected in 1990 for pastoral and other Counselor Education master's degree programs, trends cannot be delineated.

IMPLICATIONS

Counselor Education programs are preparing counselors to accept positions in a variety of settings. However, the majority of these programs are not accredited. If accreditation is important for counseling to become recognized as a profession, then much work remains for those with this belief to convince additional counselor educators at nonaccredited programs to seek accreditation.

The wide range of titles of majors contributes to the fragmentation of the counseling profession and the lack of recognition and acceptance by other professionals, the public, and third-party providers.

NUMBER OF STUDENTS

Table 13.2
Number of Students Enrolled and Graduated Yearly

	Number of Programs Responding	Number of Students	Average Number of Graduates Per Program
Students Enrolled	91	2,920	32
Females Graduated Yearly	83	942	11
Males Graduated Yearly	83	467	6
Total Graduated Yearly	83	1,409	17

In 1993, 91 programs reported 2,920 students were enrolled in other Counselor Education programs, an average of 32

students per program. Approximately two times as many females graduate each year as do males (2 to 1 ratio). Eighty-three programs (55%, 83/151) graduate an average of 17 students each year with a master's degree. These programs reported 1,409 students graduate each year (942 females or an average of 11 per program and 467 males or an average of 6 per program).

TRENDS

Females continue to out number male graduates almost two to one. The number of graduates appears to be close to 20 per program.

Because enrollment and number of graduates data were not collected in 1990 for pastoral and other counselor education master's degree programs, additional trends cannot be delineated.

IMPLICATIONS

The projected number of graduates from the 151 identified programs each year is 2,567 (17 graduates per program). Each year, 1,661 females and 906 males graduate. Each year, one counselor graduates for each 1.9 enrolled students.

ADMISSION REQUIREMENTS

The number of programs that supplied data for admission requirements varied from criterium to criterium. Thirty (20%, 30/151) other Counselor Education master's degree programs reported requiring an average GRE Total admission score of 965. GRE Verbal and GRE Quantitative score average requirements were 470 and 475, respectively. Twenty-five (17%, 25/151) other Counselor Education programs reported utilizing an average Miller Analogy Test admission score of 44.

Eighty-one (54%, 81/151) other Counselor Education programs reported requiring an average undergraduate GPA of 2.8 and 34 (23%, 34/151) programs reported requiring an average graduate GPA of 3.0.

Table 13.3
Admission Requirements

Test Scores	1990		1993		Change Over Last Three Years
GRE		Average	N	Average	
Total	2	900	30	965	increase
Verbal	1	500	26	470	decrease
Quantitative	1	400	20	475	increase
Analytical	ND	ND	7	483	ND
MAT	1	40	25	44	increase
Grade Point Average					
Undergraduate	5	2.8	81	2.8	no change
Graduate	1	3.0	34	3.0	increase
Number of Courses Previously Completed					
Psychology	2	3.0	53	3.7	increase
Counseling	ND	ND	23	1.9	ND
Other	ND	ND	18	1.2	ND
Number of Years of Prior Work Experience					
	ND	ND	44	1.1	ND
Number of Letters of Recommendation					
	4	3.8	92	2.6	decrease
Preadmission Interview Required					
	ND	ND	87	63 72%*	ND

Note:
N = Number of Programs Tabulated
ND = No Comparable Data Available
* Sixty-three programs reported requiring an admission interview.

Fifty-three (35%, 53/151) other Counselor Education programs require an average of 3.7 previously completed psychology courses as an admission criterium. Twenty-three (15%, 23/151) programs require an average of 1.9 previously completed counseling courses and eighteen (12%, 18/151) programs reported requiring 1.2 other courses.

Forty-four (29%, 44/151) programs require an average of 1.1 years of previous work experience before admission. Ninety-two programs require an average of 2.6 letters of recommendation as an admission criterium. Sixty-three (42%, 63/151) programs reported requiring an admission interview.

TRENDS

The GRE Total admission score, when used, is increasing in terms of the minimum scores necessary to meet admission standards. In 1990, the reported average GRE Total Score was 900, while in 1993, the average rose to 965, a 7% (65/900) increase. The MAT average admission score requirement increased from 40 in 1990 to 44 in 1993.

Undergraduate and graduate grade point average requirements remained constant during the past three years. The number of required previously completed psychology courses increased over the past three years. The average number of required letters of recommendation decreased from 3.8 to 2.6.

IMPLICATIONS

Admission requirements vary by program. Nonaccredited Counselor Education master's degree programs may be making selections based on multiple factors. Admission criteria for other Counselor Education programs are consistent with other counseling specialties at the master's degree level.

GRADUATION REQUIREMENTS
Experiential Components in Clock Hours

Table 13.4
Graduation Requirements
Supervied Experiential Components
in Clock Hours

	Number of Programs			Average Clock Hours		
	1986	1990	1993	1986	1990	1993
Practicum	2	5	66	60	280	193
Internship	3	8	56	600	631	609
Total Average Hours				660	911	802

More than 800 clock hours of supervised counseling practice are required by most other Counselor Education master's degree programs. In 1993, 66 (44%, 66/151) programs reported requiring an average of 193 clock hours of practicum, and 56 (37%, 56/151) programs reported requiring an average of 609 clock hours of internship, for a total average of 802 clock hours of supervised counseling practice.

TRENDS

Since 1986, the reported number of clock hours of supervised counseling practice has increased. The average number of clock hours has increased by 22%, from 660 to 802.

IMPLICATIONS

Supervised counseling practice requirements have increased. Counselor Education master's degree trainees are required to spend more time practicing under supervision.

GRADUATION REQUIREMENTS
Academic Credit Hours

Table 13.5
Graduation Requirements
Total Academic Credit Hours Required

	Number of Programs		Average Credit Hours	
	1990	1993	1990	1993
Semester Hours	8	113	43	47
Quarter Hours	1	22	63	67

One hundred thirteen (75%, 113/151) other Counselor Education programs reported requiring an average of 47 semester academic credit hours and 22 (15%, 22/151) of the programs reported requiring 67 quarter hours. Thus, the majority of programs are on a semester credit hour system.

TRENDS

Academic credit hour requirements have increased slightly over the last three years. In comparing average credit hours for 1990 to 1993, the requirement was 43 to 47 for semester hours and 63 to 67 for quarter hours.

IMPLICATIONS

The preparation of counselors is a combination of academic work under the leadership of academic departments and applied experience under the supervision of practicing counselors. Most programs are the equivalent of two-year, full-time programs.

PLACEMENT OF GRADUATES

Table 13.6
Placement.
First Year after Graduation Listed in Rank Order for 1993.

Employment Category	Number of Programs Placing Graduates in Employment Category	Percentage of Programs Placing Graduates in Employment Category	Average Percentage of all Graduates Placed in Each Employment Category
Public Agency (United Way, CMHC, Educational Institutions, Hospitals)	53	71%	31%
Private Practice/Agency (Licensed Practitioner, Professional Corporation, Partnership)	43	57%	18%
Advanced Graduate Program	40	53%	8%
Other Settings	38	51%	28%
Managed Care (HMO, HMP, PPO, EAP)	32	43%	15%

Note:
Seventy-five programs responded to this item.

The most frequent employer for other Counselor Education graduates is public agencies such as United Way, comprehensive mental health centers, educational institutions, and hospitals in terms of percentage of programs reporting graduates securing employment the first year after graduation. Seventy-one percent (53/75) of the programs responding with placement data indicated graduates secured employment in this category with 31% of all graduates from all programs being placed in public agencies.

The second most frequent employer is "other settings" (51% of the programs responded, 38/75), with 28% of all graduates from all programs being placed in "other settings." The third most frequent employer is private practice agencies such as a licensed practitioner, professional corporation, or partnership (57% of the programs responded, 43/75), with 18% of all graduates from all programs being placed in private agencies. Managed care such as HMOs, HMPs, PPOs, and EAPs (43% of the programs responded, 32/75) ranked fourth, with 15% of the placement. Advanced graduate programs (53% of the programs responded, 40/75) ranked fifth, with 8% of the placement.

TRENDS

None generated because comparable data were not collected in prior years.

IMPLICATIONS

Public agencies are the most frequent employers for graduates from programs listed under "another counseling specialty." Using the number of graduates reported by 83 programs (Table 13.2), 437 (31% x 1,409) graduates secured employment in this setting the first year after graduation. If what was true for the 83 programs that supplied placement data also was true for the 151 programs identified (Table 13.1), then 795 (151/83 x 437) graduates were placed in public agencies. Using the same bases for calculations, the following placements were obtained: private practice, 254 (18% x 1,409) placements for 83 programs or 462 placements for the 151; continuing into advance program of study, 113 (8% x 1,409) placements for 83 programs

or 206 placements for 151 programs; and managed care, 211 (15% x 1,409) placements for 83 programs or 384 placements for the 151. Twenty-eight percent of the graduates (395 persons from 83 programs or 719 persons from 151 programs) accepted placement outside the preceding four kinds of settings.

Chapter 14

COMPARISONS OF MASTER'S PROGRAMS

Seven master's programs were studied—community counseling, marriage and family therapy and counseling, mental health counseling, rehabilitation counseling, school counseling, student affairs, and other master's counseling specialties. In the preceding chapters (Chapters 8 through 13), each program is reported with the composite for each and, where possible, the specifics for 1993 are compared to prior years.

In this chapter is an overview comparison among those composites for the seven master's programs. These seven programs differ in many respects and are similar in many others. For an in-depth analysis on any component, the data can be compared by studying tables from chapter to chapter on any given component. Tables are structured similarly from one degree to another for ease in comparison.

NUMBER OF PROGRAMS

The number of programs per counseling specialty is an indicator of the public's awareness of the counseling profession and where counselor education resources are allocated in the United States. The most frequent counseling specialties at the master's degree level are school counseling (352 programs),

community counseling (214 programs), other counseling programs (151 programs; 36 of these are pastoral counseling), marriage and family therapy and counseling (108 programs), student affairs (124 programs), rehabilitation counseling (99 programs), and mental health counseling (85 programs).

TRENDS

More programs were identified in 1993 than in 1990. This is a result of more extensive effort given to the identification process and the possibility of new programs.

IMPLICATIONS

A wide range of counseling specialties exist at the master's degree level. Master's degree counselor education lacks clarity of focus and unity. For example, 151 programs did not fall within one of the specialization areas of the four accreditation bodies, and even programs that identify their degrees with an accreditation body might have a major with a title differing from the accreditation specialization category. This condition has lead to fragmentation of the counseling profession and confusion for the public, other professionals, and third-party providers.

DEGREES OFFERED

Predominantly the M.A., M.S., and M.Ed. degrees are the degrees most frequently awarded. Of these three, the M.S. and M.A. are the most frequently awarded. For community counseling, mental health counseling, and other counselor education programs, the M.A. accounts for 33%, 38%, and 38% of all degrees, and is closely followed by the M.S. with 29%, 34%, and 34%, and the M.Ed. with 20%, 14%, and 11%, respectively. For marriage and family, rehabilitation, and student affairs counselor education programs, the M.S. accounts for 47%, 50%, and 32% of all degrees, and is closely followed by the M.A. with 37%, 17%, and 24%, and the M.Ed. with 3%, 11%, and 20%, respectively. School counselor education programs award the M.Ed. most frequently (33%). The M.Ed. degree is followed by the M.A. (26%) and M.S. (23%).

TRENDS

The M.A. and M.S. are being offered more frequently than any other degree except for the M.Ed in school counselor education.

IMPLICATIONS

The M.A., M.S., and M.Ed will continue as the main degrees.

TITLE OF MAJOR

A wide range of title of major exists within each master's specialization. Some programs had more consistency than others. Rehabilitation and marriage and family had the most consistency. The least consistency occurred with the "Other Counselor Education" degree category.

TRENDS

Comparable data were not reported in prior years; therefore, trends in titles of major cannot be made based upon composite numerical data.

The authors believe that national certification agencies (the National Board for Certified Counselors) and accreditation bodies (CACREP, COAMFTE, CORE, and AAPC), and state licensure board's specialization categories will result in more uniformity in title of major. Change in uniformity of title of major is not expected to occur quickly.

IMPLICATIONS

With the lack of uniformity in title of major, the public, other professionals, and third-party providers may have less understanding of what the degree means and its value for the counseling profession. If true, the question may be raised as to why and what impression does this communicate to society. One reason for differences across the nation within a given program specialization may be state higher education boards of regents

and campus politics. Territorial "turf" may cause a given administrative unit to use terms that are different from those at another university and other departments on campus.

Furthermore, professionals within the counseling profession appear to not have total agreement with terminology and the value of accreditation is evidenced by the next topic.

ACCREDITATION

Four national accreditation associations exist for master's degree counseling programs—American Association for Pastoral Counseling (AAPC), Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), Council for Accreditation of Counseling and Related Educational Programs (CACREP), and Council on Rehabilitation Education, Inc. (CORE). Meeting standards and gaining accreditation is a fairly well accepted pursuit. Of the five counseling specialties, rehabilitation counseling has 75% of their programs accredited by CORE, community counseling has 38% by CACREP, marriage and family therapy has 35% by COAMFTE and 6% by CACREP, student affairs has 27% by CACREP, school counseling has 20% by CACREP, and mental health counseling has 4% by CACREP. Data is not available for the percentage of pastoral counseling programs accredited by AAPC.

TRENDS

No composite data were provided for prior years. Based on answers to the question on changes within the administrative unit within the next three years, the trend is toward meeting standards and gaining accreditation.

IMPLICATIONS

With the majority of the programs being without accreditation from the nationally recognized accreditation body for each counseling specialty, much work lies ahead. As accreditation of a program or lack of it begins to affect licensure, employment, kind and extent of activities performed, and third-party

reimbursement, graduates of these programs in years ahead likely will experience difficulty unless these programs choose to gain accreditation.

NUMBER OF STUDENTS

The average number of students enrolled in each program per administrative unit provides an overview of program size. If two years is taken as a general average for full-time attendance beyond the baccalaureate before graduation, one can look at faculty load and anticipate the number of graduates.

Data from 1993 indicates that 17,086 counseling master's degrees are awarded each year (among the 818 programs that reported number of graduates). Community counseling, on an average, had 65 students enrolled per program and graduate 25 students each year, 18 females and seven males. Mental health counseling had 63 students enrolled per program and graduate 28 students each year, 20 females and eight males. School counseling had 55 students enrolled per program and graduate 23 students each year, 17 females and six males. Marriage and family therapy and counseling had 45 students enrolled per program and graduate 20 students each year, 15 females and six males. Rehabilitation counseling had 44 students enrolled per program and graduate 16 students each year, 11 females and five males. Student affairs counseling had 33 students enrolled per program and graduate 12 students each year, eight females and four males. The other counseling programs had 32 students enrolled per program and graduate 17 students each year, 11 females and six males.

TRENDS

The 1993 and 1990 data were compared. The average number of graduates each year has increased for marriage and family therapy and counseling (+5 students), community counseling (+3 students), mental health counseling (+5 students), and school counseling (+2 students). Only rehabilitation

counseling reported a decrease (-3 students). Data for 1990 were not available for student affairs and other master's programs.

IMPLICATIONS

Because the number of students graduating each year is on the increase, the number of students enrolled is on the increase. Thus, each faculty member's load is increasing, or more faculty members are being hired, or time per faculty member devoted to master's programs is increasing. With the nationwide funding crisis in higher education, it is unlikely faculty are being added to counselor education programs. In Chapter 5, the faculty FTE was reported as not increased for administrative units; however, the data did not differentiate as to faculty for master's verses doctoral level. If the total enrollment is increased and the number of graduates is increased, then more faculty are needed to maintain advising and instruction student-faculty ratios. In Chapter 4, one of the anticipated changes within administrative units was an increase in FTE faculty. Data on enrollment and number of graduates support the need for the faculty FTE increase.

Another implication of the number of students graduating is the supply of practicing counselors in the field. The majority of counselors receive starting compensation less than $25,000. One may question if such a low starting pay for master's professionals is related to the supply of available counselors.

ADMISSION REQUIREMENTS

Six admission components were studied including test scores, grade point average (GPA) at undergraduate and graduate levels, courses completed in counseling and psychology, years of work experience, number of letters of recommendation, and whether or not an interview was required. Thus, six components with 12 different admission requirements were requested and information tabulated on each of the master's programs.

ADMISSION REQUIREMENTS—TEST SCORES

The majority of the programs did not supply data regarding test scores. Information was not collected regarding the meaning of this lack of response, whether the respondent chose not to respond even though test scores were required or if test scores were not required and thus no response was warranted. Common knowledge tells these authors that admission test scores are typically required. When test scores were reported, the Graduate Record Examination (GRE) Total score reported was between 958 (student affairs) and 992 (community counseling). The range for GRE Verbal score was from 453 (community counseling) to 483 (marriage and family therapy and counseling). The range for GRE Quantitative score was from 447 (student affairs) to 481 (marriage and family therapy and counseling).

The Miller Analogies Test (MAT) is used by some institutions. The MAT scores ranged from 39 (rehabilitation counseling) to 46 (marriage and family therapy and counseling).

TRENDS

Test are not uniformly required for admission. The GRE is utilized more frequently than is the MAT.

IMPLICATIONS

Predictive validity studies have shown that admission test scores do not contribute significantly to determining which students will be successful in graduate school. Perhaps the lower response rate for information regarding admission test scores is an indication that faculty are relying less on test scores.

ADMISSION REQUIREMENTS—GRADE POINT AVERAGE

The average undergraduate grade point average (GPA) required by master's programs was 2.8 for all counseling specialties except for mental health counseling, which reported 2.9. The average graduate grade point average (GPA) required by

master's programs was 3.0 for all counseling specialties except for community counseling and rehabilitation counseling which reported 3.1. Not all institutions reported having a GPA admission requirement.

TRENDS

A specific GPA was not reported as being part of the admission requirements at all institutions. When required, the average undergraduate GPA is 2.8 or higher and the average graduate GPA is 3.0 or higher.

IMPLICATIONS

Research has shown that GPA is a strong predictor of success in graduate school. Data indicate that GPA is often reviewed for admission at the master's level.

ADMISSION REQUIREMENTS—PRIOR COURSES

Each administrative unit was asked to identify the number of counseling courses, the number of psychology courses, and the number of other courses that were required for admission. The average number of psychology courses required for admission ranged from 1.5 courses (student affairs) to 4.3 courses (mental health counseling). The average number of psychology courses required by the other counseling specialties were 3.7 courses for other counseling specialties, 3.4 courses for marriage and family therapy and counseling, 2.8 courses for community counseling, 2.6 courses for rehabilitation counseling, and 2.4 courses for school counseling.

The average number of counseling courses required for admission ranged from 0.4 courses (rehabilitation counseling) to 1.9 courses for other counseling specialties. The average number of counseling courses required by the other counseling specialties were 1.3 courses for community counseling, 1.0 courses each for school counseling and student affairs, and 0.8 courses each for marriage and family therapy and counseling, and mental health counseling.

The average number of courses other than counseling and psychology required for admission ranged from 5.0 courses (community counseling) to 0.4 course (mental health counseling, and marriage and family therapy and counseling). The average number of other courses required by the other counseling specialties were 2.8 courses for school counseling, 2.7 courses for rehabilitation counseling, 1.4 courses for student affairs, and 1.2 courses for other counseling specialties.

TRENDS

As an admission requirement, the number of counseling and/or psychology courses is decreasing if specified at all. Less than half of the responding institutions indicated counseling and/or psychology courses were required as an admission requirement.

IMPLICATIONS

As counseling is established as a profession, the reliance upon prior course work in psychology is likely to lessen. And, since counselor education is not offered at the baccalaureate level, one would not expect master's programs to require course work in counseling.

ADMISSION REQUIREMENTS — YEARS OF WORK EXPERIENCE — NUMBER OF LETTERS OF RECOMMENDATION — PREADMISSION INTERVIEW

Each administrative unit was asked to identify the number of years of prior work experience, the number of letters of recommendation, and whether or not a preadmission interview was required for admission. The number of years of prior work experience ranged from 1.3 years (student affairs) to 0.4 year (rehabilitation counseling). The average number of years of prior work experience required by the other counseling specialties were 1.1 years for other counseling specialties, 1.0 year for school counseling, 0.6 year for mental health counseling, and 0.5 year

for community counseling, and marriage and family therapy and counseling.

The required number of letters of recommendation ranged from 2.8 letters (rehabilitation counseling) to 2.5 letters (community counseling). The average number of letters of recommendation required by the other counseling specialties were 2.7 letters each for mental health counseling, marriage and family therapy and counseling, and student affairs; and 2.6 letters each for school counseling and other counseling specialties.

Sixty-two percent of master's programs did report requiring a preadmission interview.

TRENDS

The years of work experience prior to admission is decreasing. When required, the majority of programs require one year or less if any years at all. The number of letters of recommendation required for admission is decreasing also. When required, most programs require two to three letters of recommendation. The preadmission interview is utilized by a majority of the programs.

IMPLICATIONS

Counselor trainees are entering master's programs with less work experience. This may place more emphasis on supervised counseling practice during training to produce competent counselors.

When utilized, two to three letters of recommendation are required for admission. The decreasing emphasis may indicate that faculty view letters of recommendation as a less objective measure of an applicant's ability to become an effective counselor. Independent of this study, some faculty report that letters of recommendation lack objectivity and meaning since applicants typically demand to review what is written about them.

Preadmission interviews seem to have become a standard part of the master's admission process. Such interviews require

considerable time and expense on the part of selection committees (faculty) and applicants, but the gain from preadmission interviews may be judged to offset the time required to implement such a procedure.

GRADUATION REQUIREMENTS — ACADEMIC HOURS

Graduate academic credit semester hours required for graduation have been increasing over the past three years for five of the seven program specializations as shown by comparison to 1990 data. The required number of semester academic credit hours ranges from 61 hours for marriage and family therapy and counseling to 45 hours for school counseling and student affairs. Three of the programs require an average of 47 graduate semester academic credit hours. Community counseling, mental health counseling, and other counseling programs all reported an average of 47 semester hours; rehabilitation counseling reported an average of 51 semester hours.

Graduate academic credit quarter hours required for graduation have been increasing over the past three years for six of the seven program specializations as shown by comparison to 1990 data. The required number of academic credit quarter hours ranges from 78 hours for marriage and family therapy and counseling to 65 hours for student affairs. Most of the programs require an average around 70 graduate quarter academic credit hours. The average number of required quarter hours is 72 hours for rehabilitation counseling, 71 hours for mental health counseling, 70 hours for community counseling, 67 hours for other counseling programs, and 66 hours for school counseling. Marriage and family therapy and counseling reported the largest increase from an average of 70 semester hours in 1990 to 78 hours in 1993. Rehabilitation counseling decreased from 76 hours to 72.

TRENDS

Required graduate hours beyond the baccalaureate to graduate with a master's degree is increasing. Marriage and family therapy and counseling programs reported the largest increase from an average of 54 semester hours in 1990 to 61

hours in 1993. Rehabilitation counseling, school counseling, student affairs, and other counseling programs reported a slight increase in semester hours. Community counseling and mental health counseling reported no change in semester academic credit hours.

For quarter academic credit hours, marriage and family therapy and counseling reported the largest increase from an average of 70 hours in 1990 to 78 hours in 1993. Rehabilitation counseling decreased from 76 hours to 72. A slight increase in quarter hours was reported by community counseling, mental health counseling, school counseling, student affairs, and other counseling programs.

IMPLICATIONS

The increase in graduate credit hours means more time spent in training by a counselor trainee before graduation. A more comprehensive training program translates into more thoroughly trained counselors. Whether these credit hours are in didactic work or clinical experience or a combination of both can not be deducted from data collected. However, the number of practicum and internship hours required, as listed in the next topic, may be an indication.

GRADUATION REQUIREMENTS — CLINICAL EXPERIENCE

The number of clock hours of supervised clinical experience varies by master's program specialization. The total number of average clock hours of supervised clinical experience ranges from 930 hours for marriage and family therapy and counseling to 634 for school counseling. The average number of clock hours required by other program specializations was 802 hours for other counseling programs, 775 hours for rehabilitation counseling, 703 hours for mental health counseling, 667 hours for student affairs, and 658 hours for community counseling.

The number of clock hours of practica also varies by master's program specialization. The average number of clock hours of practica ranges from 317 hours for marriage and family therapy

and counseling to 162 hours for community counseling. The average number of clock hours of practica required by other program specializations were 226 hours for mental health counseling, 193 hours for other counseling programs, 191 hours for rehabilitation counseling, 169 hours for student affairs, and 163 hours for school counseling.

The number of clock hours of internship also varies by master's program specialization. The average number of clock hours of internship ranges from 613 hours for marriage and family therapy and counseling to 471 hours for school counseling. The average number of clock hours of internship required by other program specializations was 609 hours for other counseling programs, 584 hours for rehabilitation counseling, 498 hours for student affairs, 496 hours for community counseling, and 477 hours for mental health counseling.

TRENDS

Changes in the number of clock hours of supervised clinical experience varies by master's specialization. Three program specializations reported an increase in the average number of total clock hours since 1990—marriage and family therapy and counseling (+126 hours), mental health counseling (+40 hours), and school counseling (+31 hours). Three areas reported a decrease—other counseling specialties (-109 hours), rehabilitation counseling (-26 hours), and community counseling (-5 hours). Data from 1990 were not available for student affairs.

Two specializations reported an increase in the average number of clock hours required for practicum—mental health counseling, and marriage and family therapy and counseling. The other four specializations reported a decrease in average number of clock hours for practicum.

Four specializations reported an increase in the average number of clock hours required for internship—community counseling, mental health counseling, marriage and family therapy and counseling, and school counseling. Rehabilitation counseling and other counseling specialties reported a decrease.

IMPLICATIONS

During the 1970s and 1980s clinical experiences increased. It is surprising that supervised clinical experiences do not continue to increase or at least be maintained at current levels. Perhaps licensure has resulted in post degree supervised clinical field experience and preparation programs are no longer providing as much clinical supervision. Perhaps the larger response rate provides a more accurate picture of clinical experience.

EMPLOYMENT THE FIRST YEAR AFTER GRADUATION

Public agencies such as United Way, community mental health centers, educational institutions, and hospitals were the most frequent employers the first year after graduation for five of the seven master's specializations—community counseling, mental health counseling, rehabilitation counseling, and other counseling specialties. Private practice agencies and public agencies were tied for first by marriage and family therapy and counseling programs. Secondary schools were ranked first by school counseling programs. Public colleges and universities ranked first among student affairs counseling programs.

Private practice agencies were the second most frequent employers the first year after graduation for three of the seven specializations—community counseling, mental health counseling, and rehabilitation counseling. Elementary schools were ranked second by school counseling programs. Private colleges and universities ranked second by student affairs counseling programs. Other employment settings ranked second among other counseling specialties.

Advanced graduate programs were ranked third by four of the seven program specializations—community counseling, mental health counseling, student affairs, and marriage and family therapy and counseling. Middle schools were ranked third by school counseling programs. Other employment settings were ranked third by rehabilitation counseling programs. Private agencies were ranked third by other counseling specialties.

Managed care (HMOs, HMPs, PPOs, and EAPs) were ranked fourth by five of the seven program specializations—community counseling (tied with other employment settings), mental health counseling, rehabilitation counseling, marriage and family therapy and counseling, and other counseling specialties. Other employment settings were ranked fourth by student affairs. Advanced graduate programs and other employment settings were tied for fourth by school counseling programs.

Other employment settings were ranked fifth by two of the seven program specializations—mental health counseling and marriage and family therapy and counseling. Advanced graduate programs were ranked fifth by rehabilitation counseling and other counseling specialties.

TRENDS

Graduates are securing employment the first year after graduation in a wide range of settings. Public and private practice agencies account for the majority of "first position" for graduates.

IMPLICATIONS

With national health care reform being seriously debated, graduates may find employment opportunities as providers within this system. The degree professional counselors are effective with lobbying for a role in national health care reform and the extent mental health services are included will determine the role counselors will play in this system.

School counselors are frequently locating employment in elementary schools. School counselor training programs may need to develop more emphasis on group work with younger children, play therapy, developmental guidance, and prevention strategies within curriculum requirements.

The managed care industry is becoming better established. Counselor effectiveness, brief therapy, substance abuse screening, and effective diagnosis will be required of counselors expecting to secure employment in this arena.

Chapter **15**

COMPARISONS OF DOCTORAL LEVEL PROGRAMS

Five doctoral level programs were studied. In the chapters that follow (Chapters 16 through 19) each program is reported with the composite for each component, and, where possible, the specifics for 1993 are compared to prior years.

In this chapter is an overview comparison among those composites for the five doctoral level programs. These five programs differ in many respects and are similar in many others. For an in-depth analysis on any component, the data can be compared by studying tables from chapter to chapter on any given component. Tables are structured similarly from one degree to another for ease in comparison.

DEGREES OFFERED

Predominantly the Ph.D. and Ed.D. degrees are the ones most frequently awarded. Of those two, the Ph.D. is the most frequent in four out of five different kinds of doctoral programs. The one exception is in pastoral counseling where the D. Min. is the most common. In three of the other four programs—counseling psychology (81%), marriage and family

therapy (88%), and rehabilitation counseling (87%)—the Ph.D. was the dominate degree. For counselor education, 57% gave the Ph.D. The Psy.D. was offered in a few (4%) counseling psychology programs.

TRENDS

The Ph.D. is being offered more frequently than any other degree.

The Ed.D. is offered more frequently in counselor education than in any of the other four programs.

The Ph.D. is increasing in the degree offered while the Ed.D. is decreasing.

The kind of degree differs with the program, e.g., the D.Min. is the dominant one for pastoral counseling.

IMPLICATION

The Ph.D. will continue as the main degree; however, as programs specialize, so might the degree. For example, pastoral counseling with the D.Min., marriage and family therapy with DMFT, counseling psychology with Psy.D., and rehabilitation counseling with DRC may increase in number.

TITLE OF MAJORS

As for consistency among titles of majors, some programs had more consistency than others. Rehabilitation and pastoral counseling probably had more than the other three. Counseling psychology was the next most consistent with 90% of the majors being titled counseling psychology or some similar wording. Marriage and family therapy/counseling was next with 63% using those terms or similar ones. Counselor education was used 59% of the time, with the other 41% using terms that are or could be interpreted as different.

TRENDS

Comparable data were not reported in prior years, therefore trends in titles of majors cannot be made based upon composite numerical data.

IMPLICATIONS

Generally speaking, when terminology such as the title of the major is consistent, the terms become more commonly accepted and communicate a concept or emphasis. With the inconsistency among titles, the public may have less understanding of what the degree means.

One reason for differences within a given program may be "campus climate" or terms that can be accepted at a given university. Territorial "turf" may cause a given administrative unit to use terms that are different from those at another university.

Another reason may be that professionals across the nation have not totally agreed upon terminology. If true, questions may be raised as to why and what impression does that communicate to the public?

ACCREDITATION

Each of the five different kinds of doctoral programs has a national accreditation body. Meeting standards and gaining accreditation is a fairly well accepted pursuit. Of the five programs, counseling psychology has 73% of its programs accredited, marriage and family therapy/counseling has 44%, counselor education has 52%, pastoral counseling has 50%, and rehabilitation counseling has 45%.

TREND

No composite data were provided for prior years.

Based on answers to the question on changes within the administrative unit within the next three years, the trend is toward meeting accreditation standards and gaining accreditation in each of the five program emphases.

IMPLICATIONS

With one-third to one-half of the programs without accreditation from the nationally recognized accreditation body for that discipline, much work lies ahead.

If accreditation of a program or lack of it begins to truly affect employment, kind and extent of activities performed, and legal acceptance including licensure, then one-half or more of the programs are in good shape. However, the other one-half to two-thirds may have difficulty in the years ahead unless they can gain accreditation.

NUMBER OF STUDENTS

The average number of students enrolled in each program per administrative unit provides an overview of size of program. Then if three years is taken as a general average for full-time attendance beyond the baccalaureate before graduation, one can look at faculty load and anticipate the number of graduates. With some programs, more than three years full time is required.

Counseling psychology had 34 students enrolled per program and graduate more females (5) than males (3) on an average each year. Counselor education had 25 students enrolled and graduate more females (4) than males (3) each year. Marriage and family therapy had 25 students enrolled and graduate more females (3) than males (2) each year. Pastoral counseling had 24 students enrolled and graduate approximately four males and four females each year. Rehabilitation counseling had the fewest number of students (12) enrolled and graduated the fewest number each year—two females and one male. Student affairs had 21 students enrolled and graduate approximately the same number of males as females (3 each) each year.

TRENDS

The 1993 data were compared to 1990 data. The number of graduates each year has increased for counseling psychology and counselor education. It has remained about the same for marriage and family therapy/counseling. No comparable data were available for the other three programs.

More women graduate than men each year, and this holds fairly true for all programs except student affairs and pastoral counseling.

IMPLICATIONS

Because the number of students graduating each year is on the increase, the total number of students enrolled is on the increase. Thus, each faculty member's load is increasing or more faculty members are hired or faculty time per member devoted to doctoral program students is increasing. In Chapter 5, the faculty FTE was reported as not increased for administrative units; however, the data did not differentiate as to faculty for master's level verses doctoral level. If the total enrollment is increased and the number of graduates is increased, then more faculty is needed. In Chapter 4, one of the anticipated changes within administrative units was an increase in FTE faculty. Data on enrollment and number of graduates supports the need for the faculty FTE increase.

ADMISSION REQUIREMENTS

Six admission components were studied including test scores, grade point average at undergraduate and graduate levels, courses completed in counseling and psychology, years of work experience, number of letters of recommendation, and whether or not an interview was required. Thus, a total of 12 different admission requirements were requested and information tabulated on each of the six doctoral programs.

ADMISSION REQUIREMENTS—TEST SCORES

Five of the six doctoral degree program emphases indicated that some of the administrative units require tests while others do not. The Graduate Record Examination (GRE) test score for admission was highest (1,100) for student affairs; however, only two programs supplied information. The next highest (1,068) was for counseling psychology. It had increased slightly in the past three years. The next highest in 1993 was marriage and family therapy (1,050), which made the largest increase in the past three years from 975 to 1,050. Rehabilitation counseling required on an average 1,038. Counselor education required 1,017 on total GRE for admission which was a decrease from 1,042 in 1990. No tests were listed as being required by pastoral counseling.

For the verbal (V), quantitative (Q), and analytical (A) scores, if required, 508 or more was required by each program. Another interesting point was that, if 1990 data were available for comparison, the V required score increased for counselor education and marriage and family therapy but decreased slightly for counseling psychology. The Q score increased for all three of those program emphases. No data were available for A scores in 1990 for comparison.

The MAT is used by a few institutions but not many. The MAT score for counseling psychology went down from 62 to 56 from 1990 to 1993, stayed the same (50) for counselor education, and increased from 50 to 62 for marriage and family therapy. MAT was not indicated as being used by pastoral counseling, rehabilitation counseling, or student affairs.

TRENDS

Tests are not uniformly required for admission.

MAT is used by only a small number of institutions.

In those program emphases where tests are used, in general, the scores are increasing but not in all programs.

Fewer institutions are listing required test scores now than three years ago. Whether or not this means fewer require tests is unknown. Tests may be required but a minimum specific score is not required.

IMPLICATIONS

Admission requirements as far as test scores are concerned are changing. The change to what is an interesting question. Data collected in 1993 study do not answer the question. Perhaps more data are needed on predictability of success in a doctoral program based upon standardized admission test scores.

An interesting point to note is that admission test scores continue to be required; however, predicative validity studies have not found a meaningful correlation between the MAT and GRE and success in a doctoral program.

ADMISSION REQUIREMENTS—GRADE POINT AVERAGE

Grade point average (GPA) at both the undergraduate and graduate level in terms of admission requirements have not changed much over the past three years. With the exception of pastoral counseling, which has a 3.0 average GPA at the graduate level, the other programs have a 3.3 or better GPA. Not all institutions have a GPA admission requirement.

The only program emphasis that increased GPA admission requirement was rehabilitation. The undergraduate GPA went from 3.1 in 1990 to 3.3 in 1993. The graduate GPA went from 3.2 in 1990 to 3.3 in 1993.

TRENDS

A specific GPA is not part of the admission requirements at all institutions.

When the GPA is required, the average at the graduate level is 3.3 or better, except for pastoral counseling where it is 3.0.

Changes in GPA, if and when they occur, are on an average small.

IMPLICATIONS

Institutions often do consider the undergraduate and graduate GPA of applicants for doctoral programs. The GPA requirements from one program emphasis to another is no more different than the GPA requirement from one institution to another within the same program emphasis.

Nothing in the 1993 study would indicate any significant change in GPA requirements for admission.

ADMISSION REQUIREMENTS—PRIOR COURSES

Each administrative unit was asked to identify the number of counseling courses and the number of psychology courses that were required for admission. Comparable data were collected in 1990 for counseling psychology, counselor education, and marriage and family therapy/counseling. Of those three program emphases, all reduced the number of psychology courses. Counseling psychology and counselor education reduced their number of counseling courses. Marriage and family therapy did not; however, that program emphasis only required one counseling course on an average in 1990 and in 1993.

Replies from the other three program emphases were not frequent. The information collected showed on an average that pastoral counseling required in 1993 three counseling courses and no psychology courses. Rehabilitation counseling required four psychology courses and no counseling courses. Student affairs did not require either counseling or psychology courses.

TRENDS

As an admission requirement, the number of counseling and/or psychology courses is decreasing if specified at all.

The number of institutions specifying counseling and/or psychology courses before admission is small compared to the total number of programs offered with each emphasis.

IMPLICATIONS

Because the number of courses in counseling and psychology completed before admission is decreasing, the implication could be that an attitude and/or courses taught after admission have changed. No longer can the assumption be made that students entering doctoral programs in the six areas studied will all have a fundamental background in counseling and psychology. If these disciplines of counseling and psychology are necessary for an effective counselor in any of the six program emphases, then the doctoral program courses after admission must include the philosophy, theories, diagnosis, techniques, and practical application. The assumption can not be made that the students have the background and expertise.

ADMISSION REQUIREMENTS—YEARS OF WORK EXPERIENCE—NUMBER OF LETTERS OF RECOMMENDATION—PREADMISSION INTERVIEW

Prior years of work experience when required (not all did) is decreasing from an average of 1.9 in 1990 to 1 year in 1993 before admission to counseling psychology. For counselor education a decrease had occurred from 2.0 to 1.6 years. For rehabilitation counseling a decrease has occurred from 1.7 to 1.4 years. No comparable data were collected in 1990 for the other programs. In 1993 pastoral counseling, when specified, averaged four years; marriage and family therapy averaged two years. Student affairs did not supply the necessary information.

For letters of recommendation, when required, the average number was three or slightly more except for marriage and family therapy which was 2.5 which was a decrease from three in 1990. Not much change has occurred in terms of number required in the past three years.

Preadmission interviews were more frequently required than not. In counseling psychology programs the ratio was 36 programs requiring to 16 not. In counselor education the ratio was 52 programs requiring to five not. In marriage and family therapy/counseling the ratio was 11 requiring to three not. For pastoral counseling the ratio was three yes to none indicating the preadmission interview was not required. For rehabilitation the ratio was 9 requiring to two not. For student affairs, both programs responding indicated that the preadmission interview was not required. Not all responses included an answer to this item; thus, the true ratio for any program emphasis could be different than compiled.

TRENDS

The years of work experience prior to admission is decreasing.

The number of letters of recommendation required for admission is not changing much with three being the most general practice.

The preadmission interview is more often required than not.

IMPLICATIONS

No data were collected as to average age of students at time of admission; however, if students are entering at a younger age, then one of the requirement changes may be the reduction in years of prior work experience.

Because the number of letters of recommendation are not changing, one reason may be the emphasis upon "relationship" or "interpersonal skills" as a factor necessary in the field for which the doctoral program prepares graduates. The same concept may be the reason for preadmission interviews being required.

GRADUATION REQUIREMENTS—ACADEMIC HOURS

Graduate semester academic credit hours required for graduation have been increasing over the past three years for four of the program emphases as shown by comparison to 1990 data. Counseling psychology on an average has increased from 85 semester hours to 97; counselor education has increased from 87 semester hours to 96; marriage and family therapy has increased from 82 to 106; and rehabilitation counseling from 80 to 86. No comparable data are available for pastoral counseling and student affairs counseling.

As for graduate quarter hours, the number of institutions using the quarter hour system and reporting the information is too small to draw conclusions. When quarter hours were increased, the increase was not always equal to 1.5 times (the formula for conversion of semester to quarter hours) the increase shown for semester hours in the same program emphasis.

TREND

Required graduate hours beyond the baccalaureate to graduate with a doctorate is increasing. This is true in four of the program emphases. Data are not available for comparison to prior years for pastoral counseling or student affairs counseling.

IMPLICATION

The increase in graduate credit hours may mean more time spent in a program by a student before graduation. Whether those credit hours are in classroom work or clinical experience or a combination of both can not be deducted from data collected. However, the number of practicum and internship hours required, as listed in the next topic, may be an indication.

GRADUATION REQUIREMENTS—CLINICAL EXPERIENCE

For four of the six program emphases, data are available for 1990 requirements. For practicum the hours decreased in each of those four program emphases. The internship hours decreased in three out of four program emphases. No explanation was provided for the decreases.

TRENDS

Practicum hours of actual experience have decreased over the past three years.

Internship hours of actual experience have decreased on an average for counseling psychology, counselor education, and rehabilitation but have increased for marriage and family therapy.

IMPLICATION

During the 1970s and 1980s, clinical experiences were increasing. For a change to occur in the 1990s raises questions that are not answered by data collected. Why not a leveling off rather than a decrease? Have data from newer programs been a contributor to the change? Has the need for more course content meant that these were increased, and, as a result, clinical hours were reduced to make graduation within the same time frame possible?

Chapter **16**

COUNSELING PSYCHOLOGY PROGRAMS

Doctoral Degree Level

Information was requested regarding each doctoral level counseling psychology program. Seventy-one administrative units indicated that such a program was offered. In the following pages data are compiled on those 71 programs, and when comparable data are available from prior studies, those data are provided for study of changes, if any.

When percentages are provided, rounding to the nearest whole number has been done. In a few instances, a total may be slightly more or less than 100%. The same rounding to a whole number has been done with enrollments, test scores, academic hours credit, and clinical clock hours. Because grade point averages were given to two places (e.g., 3.25), the two place calculation has been retained.

DEGREES OFFERED IN COUNSELING PSYCHOLOGY

The majority of degrees is Ph.D. with 4 or more out of every 5 offered (Table 16.1).

Table 16.1

Degrees Offered in Counseling Psychology

Year	Ed.D.		Ph.D.		Psy.D.		Total	
	N	%	N	%	N	%	N	%
1983	6	11%	48	89%		NR	54	100%
86	13	18%	61	82%		NR	74	100%
90	7	13%	48	87%		NR	55	100%
93	10	14%	57	81%	3	4%	70	99%

The change in percentage of Ed.D. to Ph.D. has been fairly stable over time (Table 16.1).

The 1993 study had more programs reported than did two of the last three studies (Table 16.1).

A total of 71 counseling psychology degrees was reported. One was not listed as either Ed.D., Ph.D., or Psy.D. and was classified as other; therefore, it was omitted from these figures.

TRENDS

No new trend can be drawn based upon the data.

The degrees offered seem to be in a ratio in 1993 to prior years without any significant change identified.

IMPLICATIONS

Counseling psychology programs seem to be moving forward without any major changes in degrees offered. The three Psy.D. programs identified in 1993 may be the initial increase in this

degree. At least the developments with the Psy.D. degree warrant watching.

TITLES OF MAJORS IN COUNSELING PSYCHOLOGY DOCTORAL PROGRAMS

Table 16.2

Titles of Majors in Counseling Psychology

Year	Responding		Co Psy Major		Other Majors		
	N	%	N	%	Wording	N	%
1983	54						
86	74						
90	55						
93	67*	94%	60	90%	Ed Psych	2	3%
					Psychology	1	1%
					Sch Psy	1	1%
					Co & St Serv	1	1%
					Educ	1	1%

* A total of 71 programs supplied information but four did not identify the title of the major.

The number of doctoral programs in counseling psychology do not appear to have made major increases or decreases; however, the number of programs responding have been larger in two of the last four studies (Table 16.2).

The title of the major is predominately (90%) "counseling psychology" (Table 16.2).

The seven other programs identified gave titles that may or may not mean that they are primarily counseling psychology. However a given title may not reflect the program emphasis.

The preceding three studies are reported to give a comparison of number of programs responding with a counseling psychology major (Table 16.2).

TRENDS

The title of counseling psychology will continue to be the wording for the major in counseling psychology at the doctoral level.

The number of counseling psychology programs may change but the change, if it occurs, is not expected to be a large increase or decrease.

IMPLICATIONS

Counseling psychology has become stable enough that changes in titles for the major are not likely to occur in this decade.

The program content has become stable enough in APA accredited programs that a major in counseling psychology from one program generally is accepted as being somewhat comparable to another. This is due in part to the standards established by APA accreditation.

ACCREDITATION OF COUNSELING PSYCHOLOGY DOCTORAL PROGRAMS

A high percentage (73%, 49/67) of the programs responding indicated accreditation (Table 16.3) was held.

Table 16.3

Accreditation of Doctoral Level Counseling Psychology Programs

Responding		Accredited		Not Accredited	
N	%	N	%	N	%
67*	94%	49	73%	18	27%

* Of the 71 programs reviewed, 67 supplied accreditation information.

APA listed 60 approved programs in 1993 and 55 in 1990. On basis of this, 82% (49 out of 60) of the accredited programs were included in the study.

TRENDS

The number of counseling psychology programs being accredited is increasing, and the trend is expected to continue.

APA is the only accreditation body for counseling psychology at the doctoral level and is expected to continue to be.

IMPLICATIONS

A high percentage of doctoral level counseling psychology programs are meeting standards as established by the accrediting body. Because these standards are well established, they probably will be used as guidelines for all programs whether accredited or not.

NUMBER OF STUDENTS IN COUNSELING PSYCHOLOGY DOCTORAL PROGRAMS

Table 16.4

Number of Students Enrolled and Graduating in Counseling Psychology Programs

Year	Students Enrolled		Graduating Annually					
			Females		Males		Total	
	N*	Avg	N*	Avg	N*	Avg	N*	Avg
1990	NR		47	4**	45	3**	46	6**
1993	57	34	55	5**	55	3**	55	9**

* A total of 71 programs were reviewed. The N indicates the number of programs supplying information to that item.

** Numbers were rounded to the nearest whole number, thus the sum of numbers shown for females and males does not equal the mathematically calculated total average.

The average number of students enrolled in counseling psychology for each program was 34 (Table 16.4). If three or more years are considered the minimum length of time for full- time student from post master's to graduation, then an average class size would be approximately 11. Recognizing the dropout rate and the number of students who for one reason or another cannot complete in three years, the nine graduating each year (Table 16.4) is in keeping with the other data.

More women graduate from counseling psychology programs than men (Table 16.4) with a ratio of 5 to 3.

TRENDS

The number of females graduating will continue to be larger than the number of males.

The size of the graduating classes for each program has been increasing; however, the growth is not anticipated to be at a rapid rate.

IMPLICATION

The number of students graduating with a doctorate in counseling psychology is expected to remain at approximately the present rate with possibly a slight increase.

ADMISSION REQUIREMENTS FOR COUNSELING PSYCHOLOGY DOCTORAL PROGRAMS—TEST SCORES

Table 16.5

Admission Requirements for Counseling Psychology Test Scores

Test	1990 N	1990 Avg	1993 N*	1993 Avg
GRE: Total	41	1052	36	1068
V	24	542	31	534
Q	24	520	31	526
A	NR**	NR	6	550
MAT	6	62	3	56

*Note = Number of Administrative units reporting information out of 71 programs.

**NR = Not reported.

Changes in GRE test scores have been minor since 1990 (Table 16.5).

The change in MAT test scores is a decrease since 1990 (Table 16.5). Whether or not this is a true decrease or a difference in who responded in 1990 compared to 1993 is unknown.

The comparison of number of programs reporting GRE "V" and "Q" scores in 1990 in relation to total is quite different than for 1993 (Table 16.5). Using these data alone, the deduction might be that those administrative units that require GRE scores are more likely to use all three (T, V, and Q) in 1993 than they were in 1990.

Approximately one-half (36 out of 71) indicated the GRE as an admission requirement. Whether or not the other one-half use the GRE or, if they do, whether they consider it in a profile rather than using a minimum score is unknown.

The MAT is not used very frequently (3 out of 71 responded) (Table 16.5).

TRENDS

When the GRE is used, the minimum score will continue to be at approximately what it is now.

The MAT will be used less frequently.

IMPLICATIONS

Data supplied in Table 16.5 is not complete enough to deduct whether or not the administrative units using the GRE for admission have any more or less success in student selection than those who do not use the GRE. Also, if the GRE is not used, what other criteria are used? Based on data collected, more questions can be raised than answered and the kind of data needed is outside the scope of this study.

ADMISSION REQUIREMENTS FOR COUNSELING PSYCHOLOGY DOCTORAL PROGRAMS—GPA

Table 16.6

Admission Requirements for Counseling Psychology Programs--Grade Point Average

Level	1990		1993	
	N	Avg	N*	Avg
Undergraduate	38	3.2	37	3.05
Graduate	40	3.4	39	3.38

* A total of 71 programs were reviewed.

The undergraduate GPA (grade point average) decreased from 1990 to 1993 (Table 16.6).

The graduate GPA remained basically the same from 1990 to 1993 (Table 16.6).

With only 37 to 39 programs (52% to 55%) supplying the information, the question can be raised as to whether or not a specific GPA generally is used for admission.

TRENDS

When the GPA is used, the graduate GPA, at the time of admission, averages 3.4 for all 39 institutions supplying information. This is in keeping with the previous study and is expected to stay about the same.

The undergraduate GPA for admission was approximately 3.0 which is lower than previously, but no indication was given that this is the start of a trend.

IMPLICATIONS

Because only slightly more than one-half of the institutions supplied the information, more study needs to be done to determine whether this is a true picture, whether some do not have a specific cutoff point, or whether GPA is considered as part of a profile or formula in which the GPA can vary.

ADMISSION REQUIREMENTS FOR COUNSELING PSYCHOLOGY DOCTORAL PROGRAMS—NUMBER OF COURSES

Table 16.7

Admission Requirements for Counseling Psychology Programs--Number of Counseling and Psychology Courses

Kind of Courses	1990 N Responding	1990 Avg N Courses	1993 N Responding	1993 Avg N Courses
Counseling	10	13.8	14	5.9
Psychology	12	7.5	21	6.5
Other	NR		1	0

In the 1993 study as well as in the 1990 study, information was collected on how many counseling courses and psychology

courses were required, if any, before admission to the doctoral program in counseling psychology.

The number of courses in both areas has decreased (Table 16.7). Counseling courses had 13.8 courses required on an average in 1990 and 5.9 in 1993. Psychology courses required were on an average 7.5 courses in 1990 and 6.5 courses in 1993 (Table 16.7).

Other courses were not listed by any Counseling Psychology program.

The number of responses out of 71 programs reviewed is small—20% requiring counseling courses and 30% requiring psychology courses.

TRENDS

The number of required courses in psychology is decreasing.

The number of required courses in counseling is decreasing.

Other courses are not being listed in terms of number of courses in a given discipline of study.

IMPLICATIONS

Based on the information supplied, less than one-third of the programs require a specific number of courses, and those that do are requiring fewer courses. The reason was not part of this study. Also, no indication was given that students who have completed few courses could be admitted with the understanding of certain courses and number of courses would need to be fulfilled before graduation.

ADMISSION REQUIREMENTS FOR COUNSELING PSYCHOLOGY DOCTORAL PROGRAMS—YEARS OF EXPERIENCE, NUMBER OF LETTERS, AND INTERVIEWS

Table 16.8

Admission Requirements for Counseling Psychology Programs --Years of Experience, Number of Letters and Interviews

	1990		1993	
	N	Avg	N*	Avg
Number of Years of Work Experience	11	1.9	26	1
Number of Letters	46	3.2	58	3
Interview Required				
Yes		NR	36	
No		NR	16	

* A total of 71 programs were reviewed.

The number of years of work experience prior to admission has decreased from 1990 (average of 1.9 years) to 1993 (average one year).

The number of letters of recommendation required for admission has remained approximately the same over the three years between 1990 and 1993.

As to whether or not an interview was required, 58 programs responded, with 36 requiring an interview and 16 not requiring one (Table 16.8). Approximately two-thirds (62%) of those furnishing the information did require an interview.

TRENDS

The number of years of work experience as a requirement for admission is decreasing (Table 16.8).

Letters of recommendation are continuing to be required, and the average number is three (Table 16.8).

Interviews are a frequent admission requirement.

IMPLICATIONS

Letters of recommendation and interviews are expected to continue in many institutions as a part of the admission procedure; however, based on these data, they are not required universally.

Less than one-half of the programs indicated that prior work experience was required, and in comparison to 1990 data, the number of years has decreased. Therefore, work experience seems to be dropping out as an important admission criterium.

GRADUATION REQUIREMENTS FOR COUNSELING PSYCHOLOGY DOCTORAL PROGRAMS—HOURS OF ACADEMIC CREDIT

Table 16.9

Graduation Requirements for Counseling Psychology Programs --Hours of Academic Credit

	1990		1993	
	N	Avg	N*	Avg
Semester Hours	42	85	44	97
Quarter Hours	8	126	10	142

* A total of 71 programs were reviewed.

The Data Collection Form asked for "Total Hours of Graduate Credit Sem Hrs____ Qt Hrs____." Based on the responses received, we believe some were for post master's and others were for post baccalaureate. To collate what appeared to be comparable data, all responses of 69 or lower in semester hours (6 responses out of 50) and all responses of 99 or lower in quarter hours (2 responses out of 12) were omitted.

Of the 71 doctoral programs reviewed, 62 supplied information, and 54 (76%) were used in the composite data in Table 16.9.

The hours of academic credit required for graduation has increased in the past three years from 85 semester hours in 1990 to 97 semester hours in 1993. This is a 14% increase.

The quarter hours of academic credit has increased from 126 in 1990 to 142 in 1993, which is a 13% increase.

In comparing total hours and using quarter hours as 1.5 times semester hours, the semester hours in 1990 were equivalent to the quarter hours (1 to 1.5). In 1993 the semester hours to quarter hours were 97 to 142 or 1 to 1.33. Thus, both semester and quarter hours required increased from 1990 to 1993, but the quarter hours did not increase as much proportionally.

TRENDS

The academic credit hours required for graduation with a doctoral degree in psychology is increasing based on the data tabulated.

The increase is at a faster pace in semester hours than in quarter hours when the two are equated.

IMPLICATIONS

Because the Data Collection Form may not have been explicit enough, tabulated responses may not be a true picture of the graduation requirements. If the removal of those that seem to be not similar has resulted in leaving comparable, meaningful

data, then graduate academic credit hours are increasing, and this may be in keeping with high standards in guidelines for preparation of counseling psychologists.

GRADUATION REQUIREMENTS FOR COUNSELING PSYCHOLOGY DOCTORAL PROGRAMS—CLOCK HOURS OF CLINICAL EXPERIENCE

Table 16.10

Graduation Requirements for Counseling Psychology Programs --Clock Hours of Clinical Experience

	1990		1993	
	N	Avg # Hours	N*	Avg # Hours
Practicum	46	592	39	509
Internship	40	1,756	34	1,686

* A total of 71 programs were reviewed.

Of the 71 programs reviewed, 39 (55%) supplied information regarding clock hours of practicum required, and 34 (48%) supplied information about clock hours of internship required (Table 16.10).

The practicum clock hours reported averaged less in 1993 (509) than in 1990 (592) (Table 16.10). This was a reduction of 14%.

The internship clock hours reported averaged less in 1993 (1,686) than in 1990 (1,756) or a reduction of 4% (Table 16.10).

TRENDS

Clinical experience as reported is decreasing.

The total hours for all programs reporting are more than the minimum as required by accreditation guidelines.

IMPLICATIONS

With only reports from approximately one-half (55%) of the programs, the averages may not represent the total for all 71 programs. If a true decrease in average hours required has occurred, then a careful review may be needed to understand the causal forces and potential implications if the trend continues.

PLACEMENT OF GRADUATES FOR COUNSELING PSYCHOLOGY DOCTORAL PROGRAMS—FIRST YEAR AFTER GRADUATION

The Data Collection Form had six placement settings listed plus space to add another setting. The six settings are ones in which counseling psychologists frequently accept a job the first year after graduation.

Of the 71 programs reviewed, 46 (65%) supplied information.

The setting the most common among the 46 programs (45 out of 46) was accepting a faculty position; however, it was third (19%) in terms of total placement from all programs (Table 16.11).

The setting into which more graduates went after graduation was a public agency (30% of graduates where that was one of the placement options from the program and 28% among all 46 institutions).

Table 16.11

Placement of Graduates from Counseling Psychology Programs --First Year after Graduation

Setting	Number Programs Making Placement in Setting	Average Percentage for Programs Making Placement in Setting	Total Number of Programs Supplying Info	Average Percentage for All Programs Supplying Info
Counseling Center	44	19%	46	18%
Faculty	45	19%	46	19%
Managed Care (HMO/ HMP/PPO/EAP)	29	13%	46	8%
Private Practice/Agency (Licensed Practitioner/ Professional Corp./ Partnership)	41	22%	46	20%
Public Agency (United Way/CMHC/Educational Institution/ Hospital)	42	30%	46	28%
School System	18	12%	46	5%
Other	12	10%	46	3%
			Total =	101%

The second most frequent setting was private practice (Table 16.11).

The settings listed under "other" varied and were not common enough to list as separate settings.

No prior data on placement after graduation was tabulated in prior studies.

TRENDS

Counseling psychologists graduating with a doctorate are accepting positions in several different settings.

The most common settings during the first year after graduation are public agency, private practice, faculty, and counseling center.

IMPLICATIONS

Preparation programs must train doctoral students for working in a wide range of settings. This has implications not only in internship settings but also in course content.

Chapter 17

COUNSELOR EDUCATION PROGRAMS

Doctoral Degree Level

All doctoral level programs listed as counselor education programs by administrative units on the Data Collection Form and reported in Volume I have been compiled to produce a profile of those programs. In this chapter the compiled data are reported along with comparable data from prior studies to enable a comparison with time and to identify trends, if any.

DEGREES OFFERED IN COUNSELOR EDUCATION

A total of 65 administrative units indicated that a doctoral program in counselor education was offered. Of those 65 programs, 61 of them offer either the Ed.D., Ph.D., or the students choice of these two (Table 17.1).

The other four programs did not indicate the Ph.D. or Ed.D. and had no duplication in wording. Therefore, these four programs were omitted from tabulation because interpretation of the information would be required.

Table 17.1

Degrees Offered in Counseler Education

Year	Ed.D.		Ph.D.		Ed.D./Ph.D.		Total	
	N	%	N	%	N	%	N	%
1983	24	55%	20	45%	NR		44	100%
1986	23	58%	17	43%	NR		40	101%
1990	37	53%	33	47%	NR		70	100%
1993	19	31%	35	57%	7	11%	61*	99%

* Four other programs listed degrees other than Ed.D. or Ph.D.

A smaller number of programs (61) were reported in 1993 than in 1990 (70 programs) (Table 17.1). As a result, interpretation of changes in percentages needs to be done with caution.

TRENDS

If the number of counselor education programs have increased, these data do not reflect it. Based on these data alone, a decrease may have occurred.

The ratio of Ph.D. degrees compared to Ed.D. degrees has increased as reflected in the composite shown for 1993. If the seven programs that offer the choice of either Ph.D. or Ed.D. are taken into consideration, then the figures become more supportive—19 Ed.D. plus 7 equal 26 programs or 38%, and the 35 Ph.D. plus 7 equal 42 programs or 62%, of what would then be 68 different degree potentials (61 plus 7 equals 68).

IMPLICATIONS

These data have reflected a rather consistent ratio of Ed.D. to Ph.D. degrees in the three previous studies. However, this study reflects a change, with the Ph.D. degree increasing and the

Ed.D. decreasing. With the number reported being smaller, the numbers may be misleading. Therefore, this may be a trend and certainly is worth watching.

TITLES OF MAJORS IN COUNSELOR EDUCATION DOCTORAL PROGRAMS

Table 17.2

Titles of Majors in Counselor Education

Year	Responding		Co Ed Major		Other Majors		
	N	%	N	%	Wording	N	%
1983	44						
1986	40						
1990	70						
1993	63*	97%	37	59%	Counseling	7	11%
					Co Hum Dev	4	6%
					Co & Dev	3	5%
					Guid or G & C	2	3%
					Others	10	16%
					Total =	26	41%

* Of the 65 programs identified, 63 supplied information on title of major.

Approximately three out of five (59%) of the programs use the title "counselor education" (Table 17.2). Fourteen other titles were listed, 10 of which were listed only with one program each.

The other titles were counselor leadership, educational psychology, counseling psychology, agency counseling/development counseling, school counseling, student personnel, behavioral development, philosophy, counseling and personnel services, and counseling and student services.

The number of programs appear to have increased between 1986 and 1990, but have not increased to any extent since. In fact, the numbers reflect a decrease (Table 17.2). This may be a sampling situation where the percentage of returns in 1990 and 1993 were different.

TRENDS

Titles of majors where the emphasis is counselor education have not had a large agreement among administrative units. Based on returns received, 41% use various titles other than counselor education.

The increase in number that occurred in the last one-half of the 1980s has subsided and is not expected to increase at that pace in the 1990s.

IMPLICATIONS

Titles of majors is a decision for each college or university. However, where national agreement among professionals has occurred, generally the local administrative unit obtains permission to change the title to be in keeping with national acceptance. With the variation among titles existing in this area, the implication seems to be that much work lies ahead—obtaining better agreement that counselor education is the best term or obtaining an agreement upon a new title. This implication may seem harsh; however, acceptance of graduates by those outside the profession may in part depend upon agreement by those within the profession. Furthermore, such diversity of title facilitates fragmentation of the counseling profession and lack of recognition by the public, other professionals, and third-party providers.

ACCREDITATION OF COUNSELOR EDUCATION DOCTORAL PROGRAMS

Table 17.3

Accreditation of Doctoral Level Counselor Education Programs

Responding		Accredited		Not Accredited	
N	%	N	%	N	%
61*	94%	32	52%	29	48%

* Of the 65 programs reviewed, 61 supplied accreditation information.

Approximately one-half (52%) of the counselor education programs are accredited (Table 17.3).

CACREP listed 30 accredited departments (Volume I, p. 34) at the doctoral level as of January 1993. Two departments in this study have more than one counselor education program.

TRENDS

The number of CACREP accredited programs at the doctoral level has been increasing and is expected to continue to increase (24 programs in 1990 and at least 30 in 1993).

CACREP is the only accrediting body for doctoral level counselor education programs and is expected to continue to be.

IMPLICATIONS

With only one-half of the programs accredited, much work is ahead for nonaccredited programs to prepare for and obtain accreditation. Also the accrediting body has two major tasks: (1)

making accreditation have sufficient meaning to higher education institutions and graduates of counselor education programs to cause institutions to want to meet standards and obtain accreditation and (2) preparation for and conducting the accreditations.

NUMBER OF STUDENTS IN COUNSELOR EDUCATION DOCTORAL PROGRAMS ENROLLED AND GRADUATING

Table 17.4

Number of Students Enrolled and Graduating in Counselor Education Programs

Year	Students Enrolled		Graduating Annually					
			Females		Males		Total	
	N	Avg	N	Avg	N	Avg	N	Avg
1990	NR		62	3	53	2	NR	5
1993	58	25	54	4	52	3	53	8

Number of students was mathematically rounded to nearest whole number. A total of 65 programs was reviewed. Not all provided information as shown by N.

Of the 65 programs reviewed, 58 (89%) supplied information about number of students enrolled, 54 (83%) listed number of females graduating annually, and 52 (80%) listed number of males graduating annually (Table 17.4).

The average number of students enrolled was 25 for each program (Table 17.4). No comparable data were available for 1990.

More women graduate annually than men in a ratio of four to three, with a total average of eight men and women graduating annually from each program (Table 17.4).

The number of women graduating annually has increased by one per program and likewise for men. The average for both has increased from five to eight or 60% increase.

TRENDS

The number graduating annually from counselor education programs has increased for women and men over the past three years.

IMPLICATIONS

With the average number graduating per program per year increasing and the number of counselor education programs increasing since 1986 (Table 17.1), these programs must be meeting a need. To what extent the expansion can and needs to continue will warrant attention. This also may be an area for consideration by the accreditation body.

ADMISSION REQUIREMENTS IN COUNSELOR EDUCATION DOCTORAL PROGRAMS TEST SCORES

The number of programs reporting test scores was smaller in 1993 than 1990 (Table 17.5). Whether this means a decrease in use of GRE and MAT as an admission criteria is unknown.

Test scores reported have not changed to a large extent over the past three years. A GRE total score has changed from 1042 in 1990 to 1017 in 1993. The V and Q for GRE have increased: from 493 to 508 for V and from 493 to 510 for Q. The A score was not reported in 1990 and was reported by only four programs in 1993. MAT scores remained the same.

Table 17.5

Admission Requirements for Counselor Education Test Scores

Test	1990 N	1990 Avg	1993 N*	1993 Avg
GRE: Total	49	1042	34	1017
V	21	493	21	508
Q	21	493	20	510
A	NR	NR	4	512
MAT	16	50	11	50

* Total number reviewed was 65. The N indicates the number reporting the information.

TRENDS

Based on the decrease in the number reporting test score requirements as compared to the previous study, the trend may be toward either (1) not using the GRE and or MAT as admission tests criteria or (2) using a flexible score that is in an admission formula or coupled with one or more other criteria.

IMPLICATIONS

These data are not sufficient to conclude about the extent of use of GRE and/or MAT for admission nor to conclude if the decrease in reporting means a change has occurred and, if so, how those tests or others are now used. An in-depth study of admission criteria in counselor education doctoral programs

could be meaningful to students as well as faculty and program administrators.

ADMISSION REQUIREMENTS IN COUNSELOR EDUCATION DOCTORAL PROGRAMS— GRADE POINT AVERAGE

Table 17.6

Admission Requirements for Counselor Education Programs --Grade Point Average

Level	1990		1993	
	N	Avg	N*	Avg
Undergraduate	50	2.9	33	2.92
Graduate	59	3.4	52	3.32

* A total of 65 programs were reviewed.

Programs reported using the graduate GPA more than the undergraduate GPA. This was also true in 1990; however, a larger number of programs (49%) did not list undergraduate GPA in 1993 (Table 17.6).

The graduate GPA in 1990 and 1993 were approximately the same. The same was true for the undergraduate GPA (Table 17.6).

TRENDS

The use of minimum undergraduate GPA as an admission requirement seems to be decreasing.

The graduate minimum GPA is remaining about the same and is being used by most counselor education programs.

IMPLICATIONS

The graduate GPA continues to be an admission criterium and needs to be recognized by master's level students who have aspirations of entering a doctoral program.

ADMISSION REQUIREMENTS FOR COUNSELOR EDUCATION DOCTORAL PROGRAMS NUMBER OF COURSES

Table 17.7

Admission Requirements for Counselor Education Programs --Number of Counseling and Psychology Courses

Kind of Courses	1990 N Responding	1990 Avg N Courses	1993 N* Responding	1993 Avg N Courses
Counseling	14	15.3	20	7.9
Psychology	14	4.8	20	2.4
Other		NR	7	.86

* A total of 65 programs were reviewed.

Approximately one-third (31%) indicated how many counseling and/or psychology courses were required before admission to the program (Table 17.7). Whether these figures reflect that no specific number of courses is required, or whether

specific courses are required more so than a given number of courses, was not part of data collected.

Another interesting point is that those programs that do require a specific number of courses now (in 1993) require fewer courses than they did in 1990 (Table 17.7).

As for areas other than counseling and/or psychology courses, seven programs (11%) listed "other."

Of those programs where counseling and /or psychology courses are required, the average number per program was 7.9 and 2.4 respectively (Table 17.7).

TRENDS

The number of counseling courses required for admission is decreasing (48%, from 15.3 in 1990 to 7.9 in 1993).

The number of psychology courses required for admission is decreasing (50%, from 4.8 in 1990 to 2.4 in 1993).

With 65 programs reviewed and only 20 listing specific number of courses, the trend may be toward changing admission requirements. Data for determining the change to what were not collected.

IMPLICATIONS

With the trends listed in this chapter regarding number of courses required and other admission requirements, the overall appearance is that decreases are occurring in admission requirements. If so, why? If different admission criteria are being used, what are they and are they somewhat similar from program to program or very individualized from program to program? What effect, if any, has the change in admission requirements had on the quality of students admitted and/or on the quality of program offered?

ADMISSION REQUIREMENTS FOR COUNSELOR EDUCATION DOCTORAL PROGRAMS —YEARS OF EXPERIENCE, NUMBER OF LETTERS AND INTERVIEWS

Table 17.8

Admission Requirements for Counseor Education Programs --Years of Experience, Number of Letters and Interviews

	1990		1993	
	N	Avg	N*	Avg
Number of Years of Work Experience	26	2.0	39	1.6
Number of Letters	52	3.0	57	3.0
Interview Required				
Yes		NR	52	
No		NR	5	

* A total of 65 programs were reviewed.

The number of years of work experience required for admission has decreased (20%) from two years in 1990 to 1.6 years in 1993. Of the 65 programs, 39 (60%) indicated work experience as a requirement (Table 17.8). This may be a reflection of no specific amount of work experience being required in approximately one-third of the programs.

Letters of recommendation were required in 88% (57 programs) of the 65 programs with the average number required

being three. The number of letters was the same in the 1990 study.

As for interviews, 91% (52 out of 57) of programs that responded to the item indicated that an interview was required and 9% responded "NO" (Table 17.8). No comparable data were collected in earlier studies.

TRENDS

Prior work experience, if required, seems to be decreasing in amount of time and is required by some programs (60%) while not required by others.

Three letters of recommendation continue to be required before admission in most programs.

An interview before admission is a requirement for approximately nine out of ten counselor education doctoral programs.

IMPLICATIONS

Interviews and letters of recommendation are common requirements for admission. These "personal" factors seem to be holding over time while some of the objective and specific criteria (number of courses, test scores, years of prior work experience) seem to be decreasing. If this is a true trend, what does it reflect about philosophy or value shifts in faculty and/or administrators of programs? An equally important question is, "What is the motivating force for the change(s)?"

GRADUATION REQUIREMENTS FOR COUNSELOR EDUCATION DOCTORAL PROGRAMS—HOURS OF ACADEMIC CREDIT

Graduate credit hours were reported by some as post baccalaureate and by others as post master's, we believe. To correct, we omitted in data reported any semester hours listed in the sixties or lower (14 programs) and any quarter hours listed in the nineties or lower (none). This may have invalidated data

reported here, but we believe these data more nearly reflect a post baccalaureate requirement.

Table 17.9

Graduation Requirements for Counselor Education Programs --Hours of Academic Credit

	1990		1993	
	N	Avg N	N*	Avg
Semester Hours	56	87	37	96
Quarter Hours	14	135	8	132

* A total of 65 programs were reviewed.

Reviewing the numbers reported would indicate that semester graduate hours required have increased 10% (from 87 to 96) in the past three years while quarter hours have slightly decreased (2%) (Table 17.9).

Semester hours were reported by 14 administrative units but were omitted from composite data. The ones omitted were as follows: 48 (listed 3 times), 50 (listed twice), 52, 57, 58, 60 (listed twice), 64, 66, 68, and 72. The average of these 14 is 57.

Information for this aspect of the study was reported by 59 out of 65 programs (91%) were reviewed. For semester hours, 51 programs gave information: 37 were used in compiling data in Table 17.9 and 14 were omitted as indicated in the preceding paragraph. For quarter hours, eight programs gave information and none were omitted.

TRENDS

Graduate semester hours required for graduation are increasing.

Graduate quarter hours possibly are remaining about the same. The number of programs reporting quarter hours rather than semester hours is small. The adjustment made in omission of some programs with semester hours may be causing figures that are not representative of all counselor education programs.

IMPLICATIONS

If these figures are truly representative, then those offering quarter hours are not keeping pace with those offering semester hours in terms of graduate academic hours needed for graduation.

GRADUATION REQUIREMENTS FOR COUNSELOR EDUCATION DOCTORAL PROGRAMS —CLOCK HOURS OF CLINICAL EXPERIENCE

Table 17.10

Graduation Requirements for Counselor Education Programs --Clock Hours of Clinical Experience

	1990		1993	
	N	Avg # Hours	N*	Avg # Hours
Practicum	40	328	32	301
Internship	57	1,023	43	982

* A total of 65 programs were reviewed.

Because CACREP lists minimum specific hours of practicum and internship, the expectation was for a high percentage of programs to indicate their required clinical hours of experience. However, only 32 out of 65 programs (49%) supplied the minimum clock hours required in practicum, and only 43 out of 65 programs (66%) provided the minimum number of clock hours required for internship.

In both areas, practicum and internship, the clock hours required decreased over the past three years.

The average number of clock hours in practicum was lower for counselor education (Table 17.10) than for counseling psychology (Table 16.10), marriage and family therapy (Table 18.10), or those listed under other (Table 19.10).

Internship clock hours decreased (4%) from slightly more than 1,000 hours (1,023) to slightly less than 1,000 hours (982).

TRENDS

In the 1980s, clock hours of clinical experience were increasing. Based on the 1993 data, the number of clock hours is leveling off.

IMPLICATIONS

With fewer number of programs reporting their clock hour requirements for practicum and internship, more questions can be raised. Are programs in a process of changing their requirements? If so, then did programs not supply information so as not to be reported as requiring one amount when in reality in 1994 or soon thereafter they will require a different amount? Is internship changing more to a calendar time rather than a clock hour requirement, e.g., full time for one or two or more semesters in an applied clinical setting? Is internship shifting to more of a setting requirement rather than a campus requirement or possibly a joint minimum requirement?

PLACEMENT OF GRADUATES FROM COUNSELOR EDUCATION DOCTORAL PROGRAMS—FIRST YEAR AFTER GRADUATION

Forty-eight programs supplied information on placement of graduates.

Seventy percent of the graduates within the first year after graduation are accepting positions as faculty members (28%), in public agencies (22%), and in private practice/agencies (20%) (Table 17.11).

Approximately one in eight (13%) are going into school systems and one in eleven (9%) are going into counseling centers. Positions in managed care is where one in 25 (4%) is going. Six percent were listed as accepting "other" positions than the ones listed (Table 17.11).

No comparable data were collected in prior studies.

TRENDS

More programs make first year placement of graduates into faculty positions (44 out of 48) than any other setting, and more students accept faculty positions (28%) than any other position.

Public agencies and private practice/agencies are settings where 44% of the graduates are accepting positions (Table 17.11).

Graduates are going into settings where their training would be expected to be applied and where counselor education programs have identified their programs as having objectives for preparing graduates to accept.

IMPLICATIONS

The old statement "The proof of the pudding is in the eating" may be very applicable to counselor education programs in that the proof of the program is in the placement of graduates. Based on reported first year placements, students are accepting positions in settings where their training would be applicable.

Table 17.11

Placement of Graduates from Counselor Education Programs --First Year after Graduation

Setting	Number Programs Making Placement in Setting	Average Percentage for Programs Making Placement in Setting	Total Number of Programs Supplying Info	Average Percentage for All Programs Supplying Info
Counseling Center	32	13%	48	9%
Faculty	44	30%	48	28%
Managed Care (HMO/ HMP/PPO/EAP)	21	9%	48	4%
Private Practice/Agency (Licensed Practitioner/ Professional Corp./ Partnership)	37	26%	48	20%
Public Agency (United Way/CMHC/Educational Institution/ Hospital)	40	27%	48	22%
School System	33	19%	48	13%
Other	12	23%	48	6%
			Total =	102%

Chapter **18**

MARRIAGE AND FAMILY THERAPY/COUNSELING PROGRAMS

Doctoral Degree Level

The third largest emphasis based on number of doctoral programs is marriage and family therapy/counseling with 18 administrative units furnishing information. These 18 are reported individually in Volume I of this book and are compiled together in Volume II to provide a composite profile.

Each of the respective items are tabulated and reported. Where comparable information was reported in prior studies these data also are reported.

DEGREES OFFERED IN MARRIAGE AND FAMILY THERAPY/COUNSELING

One program did not respond to the degree offered, and one program indicated a degree outside of those tabulated; thus, out of the 18 programs, 16 supplied information that was included (Table 18.1).

The number of Ed.D. degree programs has not increased.

The number of Ph.D. degree programs has increased as reflected by these numbers.

The kind of degree offered is predominantly the Ph.D. (Table 18.1).

Table 18.1

Degrees Offered in Marriage and Family Therapy

Year	EdD		PhD		DMFT/PhD		Total	
	N	%	N	%	N	%	N	%
1983	1	17%	5	83%	NR		6	100%
1986	2	22%	7	78%	NR		9	100%
1990	0	—	5	100%	NR		5	100%
1993	1	6%	14	88%	1	6%	16*	100%

* Of the 18 programs, one did not indicate the degree and one offered a degree other than Ed.D. or Ph.D.

TRENDS

The number of marriage and family therapy doctoral programs is increasing.

The predominant degree conferred upon graduation is the Ph.D.

IMPLICATIONS

Based on these composite figures, the marriage and family therapy/counseling doctoral programs are increasing significantly and may continue to do so.

The accreditation committee of the American Association for Marriage and Family Therapy (COAMFTE) is the only accreditation body at the doctoral degree level for such programs. With the expansion in number, an area to watch is to see if master's level programs approved by CACREP may extend course work to the doctoral level and seek accreditation from CACREP.

TITLES OF MAJORS IN MARRIAGE AND FAMILY THERAPY/COUNSELING DOCTORAL PROGRAMS

The title of the major, approximately two times out of three (63%), will be marriage and family therapy (Table 18.2).

Of the other six programs listed, the title of the major would raise questions about whether or not these programs were listed under the correct program emphasis. For example, rehabilitation and pastoral counseling may be better classified under "other" counseling programs. The way the information was submitted is the way it was tabulated. Only primary source data were used rather than researchers' interpreting or second guessing.

The number of programs has increased based upon 1993 returns compared to the three prior studies.

TREND

The number of marriage and family therapy programs is on the increase.

IMPLICATIONS

The present term for the title of the major used by the AAMFT's accrediting body (COAMFTE) is "marriage and family therapy" at both the master's and doctoral levels. The present term for the title of the major at the master's level as used by CACREP is "marriage and family counseling." If CACREP extends accreditation for these programs into the doctoral level, will the term be therapy or counseling? Will the terminology make any difference? Will two accreditation bodies in this field be beneficial? The conditions seem to be headed for some major decision making and potentially an impact upon number of programs and their content. What is the impact of the Council of Postsecondary Accreditation (COPA) on accreditation? Currently, CACREP is COPA approved and COAMFTE is not.

Table 18.2

Titles of Majors in Marriage and Family Therapy

Year	Responding		M & F Major		Other Majors		
	N	%	N	%	Wording	N	%
1983	6						
1986	9						
1990	5						
1993	16*	89%	10	63%	Sociology	1	6%
					Fam Studies	1	6%
					Rehab	1	6%
					Pastoral Co	1	6%
					Fam Soc Sci	1	6%
					Coun	1	6%
						Total = 6	36%

* Of the 18 responses, 16 supplied information on title of the major.

ACCREDITATION OF MARRIAGE AND FAMILY THERAPY/COUNSELING DOCTORAL PROGRAMS

Eighteen programs were reviewed; 16 of them (89%) supplied accreditation information (Table 18.3) of which 7 or 44% were accredited. The accreditation body is the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

Table 18.3

Accreditation of Doctoral Level Marriage and Family Therapy Programs

Responding		Accredited		Not Accredited	
N	%	N	%	N	%
16*	89%	7	44%	9	56%

* Of the 18 programs reviewed, 16 supplied accreditation information.

COAMFTE listed 10 programs accredited in 1993 and eight in 1990. Of the 10 listed, seven supplied information for this study.

TRENDS

Gaining of accreditation will continue to be a goal of marriage and family therapy programs.

The number of doctoral programs in marriage and family counseling will increase.

IMPLICATIONS

With almost one-half of the programs accredited, a lot of work lies ahead for faculty and administrative personnel in marriage and family therapy programs to prepare for and meet accreditation standards. Equally true, much work lies ahead for COAMFTE to review programs and accredit those meeting standards.

If accreditation has meaning for hiring officials, and for students as well as the faculty and the institutions where programs are offered, then much activity is anticipated regarding accreditation and preparing programs to meet COAMFTE standards.

NUMBER OF STUDENTS ENROLLED AND GRADUATING IN MARRIAGE AND FAMILY THERAPY/COUNSELING DOCTORAL PROGRAMS

Of the 18 programs reviewed, 14 (78%) indicated the number of students enrolled (average 25 per program) and 13 programs (72%) indicated the number of women graduates annually (average three) and the number of men graduates (average two). On an average, five students graduate annually from each program (Table 18.4).

The average number of graduates annually from each program is smaller than from counseling psychology (Table 16.4) or counselor education (Table 17.4).

TRENDS

More women than men graduate annually from marriage and family therapy programs.

Data were not collected on anticipated number of graduates in the next few years; however, based on the present number of five per program, the anticipation is that an increase in the number per year will occur.

Table 18.4

Number of Students Enrolled and Graduating in Marriage and Family Therapy Programs

Year	Students Enrolled		Graduating Annually					
			Females		Males		Total	
	N	Avg	N	Avg	N	Avg	N	Avg
1990	NR		5	2	5	2	5	5
1993	14	25	13	3	13	2	13	5

A total of 18 programs were reviewed. The N indicates the number supplying information for that item.

Number of students was mathematically rounded to nearest whole number.

IMPLICATIONS

The number of programs will need to increase and/or the number of graduates each year from existing programs will need to increase if doctoral level marriage and family therapists/counselors are to be sufficient in number to meet the need for highly qualified professionals in the future.

ADMISSION REQUIREMENTS FOR MARRIAGE AND FAMILY THERAPY/COUNSELING DOCTORAL PROGRAMS—TEST SCORES

As in counseling psychology and counselor education, the number of programs supplying information as to minimum GRE and MAT scores was small. The reason is unknown, but a possible reason is that the GRE and/or MAT are not required for admission or, if one or both are, then the cutoff score is not a fixed number.

Table 18.5

Admission Requirements for Marriage and Family Therapy--Test Scores

Test	1990 N	1990 Avg	1993 N*	1993 Avg
GRE: Total	4	975	8	1050
V	3	500	4	525
Q	3	467	4	525
A	NR	NR	1	550
MAT	1	50	2	62

* A total of 18 were reviewed. The N represents the number supplying the information.

For those programs requiring GRE and/or MAT, the average score for four components increased from 1990 to 1993 (Table 18.5). The total GRE went from 975 to 1050, an increase of 8%; the GRE "V" went from 500 to 525, an increase of 5%; the GRE "Q" went from 467 to 525, an increase of 12%; and the MAT went from 50 to 62, an increase of 24%. No information was collected in 1990 regarding the GRE "A" score.

TRENDS

Test scores, where used as criteria for admission, have been increasing for marriage and family therapy programs.

Less than one in two of the marriage and family therapy programs indicate a minimum GRE or MAT score for admission.

IMPLICATIONS

Specific minimum scores on GRE and/or MAT tests may be fading out as admission criteria. If so, what if anything, is being used to replace test scores as admission requirements?

ADMISSION REQUIREMENTS FOR MARRIAGE AND FAMILY THERAPY/COUNSELING DOCTORAL PROGRAMS—GRADE POINT AVERAGE

Table 18.6

Admission Requirements for Marriage and Family Therapy Programs --Grade Point Average

Level	1990		1993	
	N	Avg	N*	Avg
Undergraduate	2	3.1	8	3.06
Graduate	4	3.3	9	3.34

* A total of 18 programs were reviewed.

One-half or less of the forms returned supplied information regarding grade point average (GPA) for either the undergraduate or graduate work completed. The unanswered question is whether or not those programs where no information was supplied use GPA as a criteria. If so, how? If not, what is used, if anything?

For those programs that reported using GPA, the requirement remained approximately the same in 1993 as in 1990 (Table 18.6).

TRENDS

Not all marriage and family therapy programs use a specific minimum GPA as an admission requirement.

For those programs that do use the GPA as an admission requirement, the average GPA in the past three years has not changed.

IMPLICATIONS

If the GPA is used by a program, then the minimum GPA remains about the same year after year. If the GPA is not used, then it probably is consistently not used by that program.

ADMISSION REQUIREMENTS FOR MARRIAGE AND FAMILY THERAPY/COUNSELING DOCTORAL PROGRAMS—NUMBER OF COURSES

Table 18.7

Admission Requirements for Marriage and Family Therapy Programs --Number of Counseling and Psychology Courses

Kind of Courses	1990 N Responding	1990 Avg # Courses	1993 N* Responding	1993 Avg # Courses
Counseling	1	1.0	3	1.0
Psychology	1	2.0	4	1.3
Other	NR		2	1.0

With only three programs out of 18 (17%) reporting counseling courses as being required, and then only an average of one course (Table 18.7), caution must be used in interpretation of these data. The probability is that counseling courses in general are not required prior to admission.

In regards to psychology courses, four programs out of 18 (22%) reported requiring any psychology courses and then only 1.3 courses on an average (Table 18.7). The conclusion is that psychology courses prior to admission most generally are not required, and if they are, only one or two are required.

TRENDS

Counseling courses are infrequently required, and if they are, only one or two courses are listed.

Psychology courses are often omitted as a requirement for admission, and if they are required, only one or two courses are listed.

IMPLICATIONS

In general, marriage and family therapy doctoral programs are not built on a foundation of counseling and/or psychology courses. If those courses are required, they are built into the program rather than being prerequisites.

The counseling and/or psychology courses as an admission requirement is different for marriage and family therapy programs than for counseling psychology or counselor education, both of which require more courses in both areas on an average.

ADMISSION REQUIREMENTS FOR MARRIAGE AND FAMILY THERAPY/COUNSELING DOCTORAL PROGRAMS—YEARS OF EXPERIENCE, NUMBER OF LETTERS AND INTERVIEWS

Fourteen out of 18 programs responded as to whether or not an interview is required. Eleven programs (61% out of 18 or 79% of the 14 responding) require an interview as part of the admission

process. Of the 14, three programs indicated that an interview was not required.

Table 18.8

Admission Requirements for Marriage and Family Therapy Programs --Years of Experience, Number of Letters and Interviews

	1990		1993	
	N	Avg	N*	Avg
Number of Years of Work Experience	0	—	8	2.0
Number of Letters	4	3.0	13	2.5
Interview Required				
Yes		NR	11	
No		NR	3	

* A total of 18 programs were reviewed.

Thirteen programs indicated that letters of recommendation are required, and on an average 2.5 letters are required. The five that did not respond may or may not require letters of recommendation.

Eight programs indicated work experience is required and when it is, the average is two years. With only 44% (8 out of 18) supplying the information, the deduction is made that more than one-half do not require work experience.

TRENDS

Interviews are part of the admission process in approximately two out of every three marriage and family therapy programs.

Letters of recommendation continue to be part of the admission process in two-thirds or more of the programs.

Work experience is included in the admission process in approximately one-half of the programs.

IMPLICATIONS

Consistency in admission criteria items in regards to work experience, letters of recommendation, and interviews is present in one-half or more of the marriage and family therapy programs but not in all.

Additional data would be needed to determine what criteria are used, if any, in those programs where work experience, letters of recommendation, and interviews are omitted.

GRADUATION REQUIREMENTS FOR MARRIAGE AND FAMILY THERAPY/COUNSELING DOCTORAL PROGRAMS —HOURS OF ACADEMIC CREDIT

Fourteen programs supplied information. Two were for quarter hours and 12 were for semester hours. Of the 12 programs, three listed what may have been post master's and were thus omitted from the composite data shown in Table 18.9. The three numbers omitted were 39, 50, and 54.

The total graduate semester hours increased from 82 in 1990 to 106 in 1993 or a 29% increase. No quarter hours were reported in 1990 for comparison with 1993 data.

The 106 semester hours can be compared to 166 quarter hours by multiplying 106 times 1.5 (conversion of semester hours to quarter hours). The result is 159; thus, the two are similar.

Table 18.9

Graduation Requirements for Marriage and Family Therapy Programs --Hours of Academic Credit

	1990		1993	
	N	Avg	N*	Avg
Semester Hours	5	82	9	106
Quarter Hours	0	—	2	166

* A total of 18 programs were reviewed.

TRENDS

The number of graduate academic hours required to graduate with a doctorate in marriage and family therapy is increasing.

Marriage and family therapy doctoral programs' graduation requirements in total graduate academic hours are similar to counseling psychology and counselor education doctoral programs.

IMPLICATIONS

Marriage and family therapy programs' requirements of graduate academic credit needed to graduate are keeping in step with doctoral programs in other mental health counseling fields.

GRADUATION REQUIREMENTS FOR MARRIAGE AND FAMILY THERAPY/COUNSELING DOCTORAL PROGRAMS —CLOCK HOURS OF CLINICAL EXPERIENCE

Table 18.10

Graduation Requirements for Marriage and Family Therapy Programs --Clock Hours of Clinical Experience

	1990		1993	
	N	Avg # Hours	N*	Avg # Hours
Practicum	2	700	9	447
Internship	2	490	8	575

* A total of 18 programs were reviewed.

One-half of the programs (50%) responding listed clock hours required for practicum. These nine programs averaged 447 clock hours (Table 18.10) as compared to three years ago when two programs responded with an average of 700 clock hours.

Eight of the 18 (44%) indicated clock hours of internship with an average of 575 hours (Table 18.10). This number is considerably lower than for counseling psychology with 1,686 clock hours (Table 16.10) and counselor education with 982 hours required (Table 17.10) on an average.

TRENDS

The average clock hours of clinical experience (practicum and internship) for MFT programs is lower than for counselor education and/or counseling psychology.

By comparison of hours reported in 1990 and 1993, the total clock hours has decreased. This may or may not be a trend because the low number of programs reporting the information in 1990 may not have been representative of all programs in 1990.

IMPLICATIONS

The reported clock hours of clinical experience may need additional study to determine whether or not these data present a true picture of what is required in all programs. Also, if not, then why did only approximately one-half of the programs supply information?

If these data are a true picture, are students gaining practical experience in some other way than practicum and internship?

PLACEMENT OF GRADUATES FROM MARRIAGE AND FAMILY THERAPY/COUNSELING DOCTORAL PROGRAMS —FIRST YEAR AFTER GRADUATION

Eleven out of 18 programs supplied information about job settings during the first year after graduation. In Table 18.11 are provided data on number of programs placing graduates in each of the six specified (and one labelled "other") settings and the percentage of graduates placed in those settings.

Becoming a faculty member was the most frequent setting overall (46%), and for those programs that placed graduates in faculty settings approximately one-half (51%) of the graduates went into faculty settings (Table 18.11).

Table 18.11

Placement of Graduates from Marriage and Family Therapy Programs —First Year after Graduation

Setting	Number Programs Making Placement in Setting	Average Percentage for Programs Making Placement in Setting	Total Number of Programs Supplying Info	Average Percentage for All Programs Supplying Info
Counseling Center	3	23%	11	6%
Faculty	10	51%	11	46%
Managed Care (HMO/ HMP/PPO/EAP)	3	8%	11	2%
Private Practice/Agency (Licensed Practitioner/ Professional Corp./ Partnership)	10	37%	11	34%
Public Agency (United Way/CMHC/Educational Institution/ Hospital)	6	16%	11	9%
School System	2	5%	11	1%
Other	2	12%	11	2%
			Total =	100%

The next most frequent was in a private practice setting (34% overall). All other settings were less than 10%.

TRENDS

Doctoral graduates from marriage and family therapy programs are going primarily into faculty settings or private practice, which may be practice alone or within a group/agency setting. This is true for four out of five graduates.

Marriage and family therapy doctoral graduates are accepting jobs in a wide range of mental health settings.

IMPLICATIONS

Marriage and family therapy graduates are being accepted in a wide range of job settings; therefore, hiring officials must perceive MFT graduates as having qualifications that will meet needs under various circumstances.

Chapter 19

OTHER DOCTORAL LEVEL PROGRAMS

The 1993 Data Collection Form identified three specific emphases—counseling psychology, counselor education, and marriage and family therapy—and a place to list "another doctoral specialty." Thus, separate specific information about rehabilitation counseling and pastoral counseling was not requested. These two emphases were listed in the space for "another doctoral specialty." Because these two emphases were placed with other emphases, data obtained when a composite is made are not as clean and have limitations in doing some tabulations that were done on the three specific emphasis areas where information was requested.

To provide information on pastoral counseling and rehabilitation counseling programs, each of the 44 programs listed under "another counseling speciality" was examined as to title of major listed. For each one that had pastoral counseling (12 programs) or rehabilitation counseling (15 programs), they then were compiled. As a result, in this chapter are reported three sets of data on each aspect, the same as was done for counseling psychology, counselor education, and marriage and family therapy programs in Chapters 16-18. The three sets of data are composite on all 44 programs listed under "another counseling speciality," composite on the 12 pastoral counseling programs, and composite on the 15 rehabilitation programs.

DOCTORAL DEGREES OFFERED UNDER "ANOTHER COUNSELING SPECIALTY"

Table 19.1

Degrees Offered in Programs Listed under "Another Counseling Specialty"

	Composite 44 Reviewed		Pastoral Co 12 Listed		Rehab Co 15 Listed		Stu Aff 2 Listed	
Degree	N	%	N	%	N	%	N	%
Ed.D.	5	12%			1	7%		
Ph.D.	23	55%	2	20%	13	87%	2	100%
Ed.D./Ph.D.	3	7%			1	7%		
Psy. D.	1	2%						
D. Min.	8	19%	8	80%				
SCD	1	2%						
Other	1	2%						
Total =	42	99%	10	100%	15	101%	2	100%

The total number of doctoral programs studied was 198, with 44 (22%) listed as "another doctoral specialty." When the 12 for pastoral counseling, 15 for rehabilitation counseling, and two for student affairs are removed, then 15 other programs (8%) are listed under "another counseling specialty."

The number of programs specifying the degree offered was 42 out of 44. Degrees for three program emphases were tabulated separately. For pastoral counseling, 10 out of 12 specified the degree; for rehabilitation counseling, 15 out of 15 specified the degree; and for student affairs counseling, 2 out of 2 specified the degree.

The Ph.D. was the most frequently awarded degree overall. Also the Ph.D. was the most frequent degree for rehabilitation counseling and student affairs counseling. The D. Min. was the most common for pastoral counseling (Table 19.1).

For 1990, a total of 144 doctoral programs in all areas studied were listed as compared to 198 for 1993.

Of those 144 listed in 1990, rehabilitation counseling was listed 19 times (against 15 in 1993). The degrees offered in 1990 were three Ed.D. and seven Ph.D. Based on these comparisons, the number of rehabilitation programs has increased, and the number offering the Ph.D. has increased.

TRENDS

The number of doctoral programs is increasing based on 144 programs in 1990 and 198 in 1993.

The increase between 1990 and 1993 is 54 programs and 42 programs are listed in "another doctoral specialty." Thus, the trend is to increase at the fastest pace in areas other than counseling psychology and counselor education.

The trend is to add doctoral programs in marriage and family therapy, rehabilitation counseling, and pastoral counseling.

IMPLICATIONS

The mental health area is expanding, and the specialties in counseling are changing rapidly to serve needs. Not only will the established areas continue, but areas like rehabilitation counseling, marriage and family therapy, and pastoral counseling will increase in number. Also, new emphases probably will become more in number including gerontological counseling and substance abuse counseling.

TITLES OF MAJORS FOR DOCTORAL DEGREES LISTED UNDER "ANOTHER COUNSELING SPECIALTY"

Table 19.2

Titles of Majors Listed under "Another Counseling Specialty"

Year	Responding		Pastoral Co		Rehab Co		Other Majors		
	N	%	N	%	N	%	Wording	N	%
1983					3				
1986					6				
1990					10				
1993	44*	100%	12	27	15	34%	Clinical Psy	2	5%
							G & C	2	5%
							Sch Psy	2	5%
							11 others with one prog each	11	25%
							Total = 17		40%

* Of the 44 programs listed, all of them provided titles for the major.

Pastoral counseling and rehabilitation counseling programs were separated out of the information supplied under "another counseling specialty." The number of programs using those titles were 12 and 15 respectively (Table 19.2).

The remaining seventeen out of the 44 programs reporting (40%) were with various other titles (Table 19.2).

Of the 14 titles, three had two programs each and 11 had one program each—family and child development, leadership, student development, clinical psychology (2 programs), professional counseling, college student affairs, combined, school counseling, counseling psychology, guidance and counseling (2 programs), urban education, school psychology (2 programs), counseling, and professional-scientific psychology. Based on title alone, some of these titles (programs) may belong in one of the other three program emphases, and some may not be programs to prepare counselors in the mental health field.

Of titles in any quantity, rehabilitation counseling was the one reported in prior studies. The number of such programs is reported in Table 19.2 for the prior three studies.

Based on studies over the past 11 years, rehabilitation counseling has increased the number of doctoral programs in each study (Table 19.2).

TRENDS

Pastoral counseling and rehabilitation counseling are increasing in numbers.

Other than pastoral counseling and rehabilitation counseling, no other doctoral level programs seem to be increasing within any one or more emphases. Thus, five program emphases are the continued preparation at the doctoral level—counseling psychology, counselor education, marriage and family therapy, pastoral counseling, and rehabilitation counseling.

For the present, the expansion of titles of majors is occurring at the master's level as indicated in Chapter 14 but is not occurring at the doctoral level.

IMPLICATIONS

From data available over the past few years, efforts at the doctoral level may be focused in the next few years on three activities: (1) strengthening existing programs to meet needs, (2) meeting accreditation standards and obtaining accreditation

from the appropriate accrediting body, and (3) increasing somewhat the number of doctoral programs within the now established five program emphases.

ACCREDITATION OF DOCTORAL PROGRAMS IN OTHER COUNSELING SPECIALTIES

Table 19.3

Accreditation of Doctoral Level Programs Listed under "Another Counseling Specialty"

Responding		Accredited		Not Accredited	
N	%	N	%	N	%
Composite for Ones Listed as Other N = 44 Reviewed					
32	73%	20	63%	12	38%
Pastoral Counseling N = 12 Listed					
8	67%	4	50%	4	50%
Rehabilitation Counseling N = 15 Listed					
11	73%	5	45%	6	55%
Student Affairs N = 2 Listed					
2	100%	2	100%	0	—

Approximately two out of three programs (63%) of those that indicated whether or not they had accreditation were accredited (Table 19.3).

Out of the composite data, 12 programs listed with pastoral counseling were removed and tabulated separately. One-half (50%) were accredited.

Likewise, the 15 programs with rehabilitation counseling were removed and tabulated. Five programs out of the 11 supplying information (45%) were accredited.

The two student affairs programs were both accredited.

In reviewing the list of other majors in Table 19.2, the number of programs listed that would be appropriate for accreditation by any one of the five accreditation bodies is probably very few. This statement is a deduction and is not based on direct input from administrative units.

TRENDS

Accreditation of rehabilitation counseling programs will continue.

Accreditation of pastoral counseling programs will continue.

The development of new doctoral level program emphases will be slow, if any, and the push for accreditation of these will not occur in the near future.

IMPLICATIONS

If programs listed under other majors truly are preparing counselors for the mental health field, a change in title of the major may be beneficial if accreditation is to be obtained.

NUMBER OF DOCTORAL STUDENTS ENROLLED AND GRADUATING—COMPOSITE FOR OTHERS, PASTORAL COUNSELING, REHABILITATION COUNSELING, AND STUDENT AFFAIRS

The composite for all 44 programs listed under "another counseling specialty" was an average of 24 students enrolled (27 programs supplied data) and five graduating annually (24 programs supplied data) (Table 19.4).

Table 19.4

Number of Students Enrolled and Graduating in Programs Listed under "Another Counseling Specialty"

Year	Students Enrolled		Graduating Annually					
			Females		Males		Total	
	N	Avg	N	Avg	N	Avg	N	Avg
Composite for Ones Listed as Other N = 44 Reviewed								
1993	27	24	24	3	24	2	24	5
Pastoral Counseling N = 12 Listed								
1993	3	24	3	4	3	4	3	8
Rehabilitation Counseling N = 15 Listed								
1993	12	12	24	2	16	1	20	2
Student Affairs N = 2 Listed								
1993	2	21	2	3	2	3	2	6

Number of students was mathematically rounded to the nearest whole number.

TRENDS

Pastoral counseling is graduating on the average more persons with a doctorate per program than the other doctoral programs except counseling psychology and counselor education.

Rehabilitation counseling is graduating on the average fewer persons with a doctorate per program than any other doctoral program included in this study.

The number of men compared to women graduating in pastoral counseling, rehabilitation counseling, and student affairs is approximately equal. This is not the case for the other programs studied where women outnumber the men.

IMPLICATIONS

The small number graduating annually from rehabilitation counseling may need to be increased in order to maintain campus based programs as dollars become harder to obtain and cost per student is calculated.

The number of student affairs programs, if two is or is near the total number of programs, may need to be increased in order that the need can be met in student affairs in colleges and universities.

ADMISSION REQUIREMENTS FOR OTHER DOCTORAL PROGRAMS—COMPOSITE FOR OTHERS, PASTORAL COUNSELING, REHABILITATION COUNSELING, AND STUDENT AFFAIRS—TEST SCORES

The composite scores for the 44 programs reviewed consisted to a large extent of scores from rehabilitation programs and do not reveal much (Table 19.5).

Table 19.5

Admission Requirements for Programs Listed under "Another Counseling Specialty"--Test Scores

Graduate Record Examination								MAT	
T		V		Q		A			
N	Avg	N	Avg	N	Avg	N	Avg	N	Avg
Composite for Ones Listed as Other N= 44 Reviewed									
15	983	8	534	8	522	5	535	1	60
Pastoral Counseling N = 12 Listed									
	0		0		0		0		0
Rehabilitation Counseling N = 15 Listed									
8	1038	5	535	5	535	3	525		0
Student Affairs N = 2 Listed									
2	1100		0		0		0		0

Rehabilitation counseling scores for 1993 (Table 19.5) were compared to 1990 (Hollis & Wantz, 1990, p.98). Where the GRE total average score was 1038 in 1993 and 1020 in 1990, the verbal was 535 compared to 507 in 1990, and the quantitative was 535 compared to 500 in 1990. No analytical score was available from 1990. It was 525 in 1993. Thus, the GRE total, verbal, and quantitative scores all increased over the past three years. No MAT scores were reported for rehabilitation counseling.

None of the 12 pastoral counseling programs reported using the GRE or the MAT for admission.

TRENDS

GRE and MAT are not used for admission to the doctoral programs in pastoral counseling.

GRE is used in approximately one-half (8 out of 15) of the rehabilitation programs, and where the GRE is used, the

minimum scores required for admission are increasing (Table 19.5).

The MAT is seldom used (one out of 44 programs indicated use of it) (Table 19.5).

IMPLICATIONS

Admission criteria considered vary with programs. For example, certain standardized test scores are required by counseling psychology, counselor education, marriage and family therapy, and rehabilitation counseling but not by pastoral counseling.

ADMISSION REQUIREMENTS FOR OTHER DOCTORAL PROGRAMS—COMPOSITE FOR OTHERS, PASTORAL COUNSELING, REHABILITATION COUNSELING, AND STUDENT AFFAIRS—GRADE POINT AVERAGE

Fourteen of the 21 programs in the composite data are from the other three programs reported in Table 19.6 (pastoral, rehabilitation, and student affairs).

Undergraduate GPA was not listed by any of the pastoral counseling programs, by two-thirds (10 out of 15) of the rehabilitation counseling programs, and by one-half (one out of 2) of the student affairs programs (Table 19.6). In all cases, the GPA was 3.0 or higher.

Graduate GPA was required by one-sixth (2 out of 12) of the pastoral counseling programs with 3.0 being the average, by approximately three-fourths (11 out of 15) of the rehabilitation counseling programs with 3.3 being the average, and by one-half (1 out of 2) of the student affairs programs with 3.3 being the average (Table 19.6).

In the 1990 study, the rehabilitation GPA information was supplied. When 1993 information is compared to 1990 data, the GPA scores have increased from 3.1 to 3.3 for undergraduate and from 3.2 to 3.3 for graduate (Table 19.6).

Table 19.6

Admission Requirements for Programs Listed under "Another Counseling Specialty"--Grade Point Average

Level	1990		1993	
	N	Avg	N	Avg
Composite for Ones Listed as Other N = 44 Reviewed				
Undergraduate		NR	20	3.1
Graduate		NR	21	3.4
Pastoral Counseling N = 12 Listed				
Undergraduate		NR	0	—
Graduate		NR	2	3.0
Rehabilitation Counseling N = 15 Listed				
Undergraduate	6	3.1	10	3.3
Graduate	8	3.2	11	3.3
Student Affairs N = 2 Listed				
Undergraduate		NR	1	3.0
Graduate		NR	1	3.3

TRENDS

Pastoral counseling programs do not report the use of the undergraduate GPA for admission, and only a small percentage (17%) reported use of the graduate GPA for admission (Table 19.6).

Undergraduate and graduate GPAs are used by a large proportion of the rehabilitation counseling programs as part of their admission criteria.

With only two student affairs programs reporting, trends must be given with caution. Based on the information received, undergraduate and graduate GPA are used by one-half of the programs.

IMPLICATIONS

In general, GPA scores do make a difference in application to doctoral programs.

ADMISSION REQUIREMENTS FOR OTHER DOCTORAL PROGRAMS—COMPOSITE FOR OTHERS, PASTORAL COUNSELING, REHABILITATION COUNSELING, AND STUDENT AFFAIRS—NUMBER OF COUNSELING AND PSYCHOLOGY COURSES

The responses on number of counseling courses and/or psychology courses required were so few that trends, if deducted, must be done with extreme caution. The reason for the small response may be due to programs not requiring a specific number of precompleted courses as part of admission criteria.

No data were collected as to the number of counseling and/or psychology courses that must be completed before graduation.

TRENDS

A guarded trend is that counseling and psychology courses are not considered much in terms of admission to pastoral counseling, rehabilitation counseling, and student affairs doctoral programs.

IMPLICATIONS

Course work in doctoral programs in the three kinds of programs identified in Table 19.7 must be designed to build on information gathered from disciplines other than counseling or psychology. If the doctoral program is to have a strong counseling emphasis, the knowledge from counseling and psychology will need to be built into the course work taken after admission to the doctoral program.

Table 19.7

Admission Requirements for Programs Listed under "Another Counseling Specialty" --Number of Counseling and Psychology Courses

Kind of Courses	1990 N Responding	1990 Avg # Courses	1993 N Responding	1993 Avg # Courses
Composite for Ones Listed as Other N = 44 Reviewed				
Counseling	NR		4	1
Psychology	NR		6	3
Pastoral Counseling N = 12 Listed				
Counseling	NR		1	3
Psychology	NR		0	—
Rehabilitation Counseling N = 15 Listed				
Counseling	3	24	0	—
Psychology	0	—	1	4
Student Affairs N = 2 Listed				
Counseling	NR		1	0
Psychology	NR		1	0

ADMISSION REQUIREMENTS FOR OTHER DOCTORAL PROGRAMS—COMPOSITE FOR OTHERS, PASTORAL COUNSELING, REHABILITATION COUNSELING, AND STUDENT AFFAIRS—YEARS OF EXPERIENCE, LETTERS OF RECOMMENDATION AND INTERVIEWS

Table 19.8

Admission Requirements for Programs Listed under "Another Counseling Specialty"--Years of Experience, Number of Letters and Interviews

	1990		1993	
	N	Avg	N	Avg
Number of Years of Work Experience				
Composite N = 44	NR		19	1.4
Pastoral Couns N = 12	NR		2	4.0
Rehab Couns N = 15	7	1.7	12	1.4
Student Affairs N = 2	NR		0	—
Number of Letters				
Composite N = 44	NR		26	3.1
Pastoral Couns N = 12	NR		3	3.3
Rehab Couns N= 15	9	3.2	12	3.3
Student Affairs N = 2	NR		2	3.0
Interview Required				
Composite N = 44	NR		Yes 18	No 8
Pastoral Co N= 12	NR		Yes 3	No 0
Rehab Couns N = 15	NR		Yes 9	No 2
Student Affairs N = 2	NR		Yes 0	No 2

Years of work experience for the two pastoral counseling programs that supplied information averaged four years. This is the most of any program emphasis studied.

Rehabilitation counseling, of the 12 programs identifying years of experience as a prerequisite, averaged 1.4 years.

Letters of recommendation were required by 80% of the rehabilitation counseling programs with the average number being 3.3. Pastoral counseling programs required the same average number of letters, but only 25% of the programs listed any as required. Student affairs programs both listed letters of recommendation as required and averaged three letters.

Requiring an interview as part of the admission process varied with the program: for pastoral counseling, three out of three responses were yes, but only one-fourth responded; for rehabilitation, nine out of 15 responses were yes with 73% responding; and for student affairs programs, neither one of the two required an interview.

TRENDS

Work experience is in general a requirement for admission to rehabilitation counseling doctoral programs and to some of the pastoral counseling programs.

If letters of recommendation are required for admission, the minimum is three for the three program emphases discussed in this section.

As for an interview as part of the admission process, rehabilitation counseling programs more frequently require it than not. Three of the pastoral counseling programs indicated that they require it. The interview is not required in the student affairs doctoral programs that responded.

IMPLICATIONS

The interview is frequently required; however, not all programs do, and the program emphasis seems to make a difference in the percentage of programs that do.

GRADUATION REQUIREMENTS FOR OTHER DOCTORAL PROGRAMS—COMPOSITE FOR OTHERS, PASTORAL COUNSELING REHABILITATION COUNSELING, AND STUDENT AFFAIRS—HOURS OF ACADEMIC CREDIT

Table 19.9

Graduation Requirements for Programs Listed under "Another Counseling Specialty" --Hours of Academic Credit

	1990		1993	
	N	Avg	N	Avg
Graduate Semester Hours				
Composite				
N = 44		NR	19	92
Pastoral Couns				
N = 12		NR	0	—
Rehabilitation Couns				
N = 15	9	80	10	86
Student Affairs				
N = 2		NR	2	90
Graduate Quarter Hours				
Composite				
N = 44		NR	3	128
Pastoral Couns				
N =12		NR	0	—
Rehabilitation Couns				
N = 15	1	76	0	—
Student Affairs				
N = 2		NR	0	—

The information supplied for this question may have been the result of difference in interpretation of what was requested. To obtain comparable data, all numbers in the 60s and below (14 out of 33) were removed. This was done to remove what may have been post master's rather than post baccalaureate academic semester credit hours. The same was done for quarter hours of 80 or below. Because we used only part of the information supplied, the data may or may not be representative of all programs.

Nine out of nine pastoral counseling programs were omitted because the range was from 3 to 54 semester graduate hours. None listed more than 54 hours. One did list 80 quarter hours.

Four out of 14 rehabilitation counseling programs were omitted because the range was from 45 to 64 semester hours. The average of the 10 remaining was 86 semester hours. No rehabilitation program listed quarter hours as a unit of measurement for academic credits required to graduate.

Each of the two student affairs programs listed 90 semester hours as required for graduation.

TRENDS

Pastoral counseling programs either specify their semester hours as post master's degree, or the total hours required beyond the baccalaureate are low as compared to other programs included in this eighth national study.

Rehabilitation counseling and student affairs programs are requiring the equivalent of three years post baccalaureate using 30 semester hours as one year of study.

Quarter hours are not used commonly in any of these three programs.

IMPLICATIONS

Because some data were omitted in these composite reports, caution must be used in drawing conclusions. New information needs to be collected with steps taken to assure responses being given are post baccalaureate academic hours.

GRADUATION REQUIREMENTS FOR OTHER DOCTORAL PROGRAMS—COMPOSITE FOR OTHERS, PASTORAL COUNSELING, REHABILITATION COUNSELING, AND STUDENT AFFAIRS—CLOCK HOURS OF CLINICAL EXPERIENCE

Table 19.10

Graduation Requirements for Programs Listed as "Another Counseling Specialty" --Clock Hours of Clinical Experience

	1990		1993	
	N	Avg # Hours	N	Avg # Hours
Practicum--Clock Hours Required				
Composite N = 44		NR	12	438
Pastoral Couns N = 12		NR	1	100
Rehabilitation Couns N = 15	6	380	6	325
Student Affairs N = 2		NR	1	300
Internship--Clock Hours Required				
Composite N = 44		NR	11	986
Pastoral Couns N =		NR	2	1,150
Rehabilitation N = 15	6	1,010	5	800
Student Affairs N = 2		NR	1	1,200

The composite data on the 44 programs that supplied information under "another counseling specialty" included reports from 12 programs on practicum hours and 11 programs on internship. Of those 12, eight are further separated out to show the specifics for each of the three programs frequently listed. This results in a small number of programs, and these data need to be used with caution in terms of whether or not they represent all programs.

Only one (8%) pastoral counseling program out of 12 reported requiring practicum, and the number of clock hours was 100 (Table 19.10). Two (17%) indicated an average of 1,150 clock hours of internship was required.

Six (40%) of the responding rehabilitation counseling programs indicated that practicum was required, with a total average of 325 practicum clock hours and 800 internship hours (Table 19.10).

One (50%) of the two responding student affairs programs indicated 300 average clock hours for practicum and 1,200 average clock hours for internship (Table 19.10).

If the practicum and internship hours for each program are combined to have a total hours of clinical experience, the result in rank order would be student affairs with 1,500 hours, pastoral counseling with 1,250 hours, and rehabilitation with 1,125 hours.

TRENDS

Fewer than one-half of the rehabilitation counseling, pastoral counseling, and student affairs programs require a minimum number of clock hours of practicum and/or internship.

In those programs where practicum and internship are required, the combined average total clock hours are more than 1,100.

IMPLICATIONS

As programs not only in the mental health field but in various applied disciplines (e.g., physical health personnel, journalism, applied arts, and business) require practicum and internship, the pressure will be on for all advanced counseling degree programs to offer clinical experience in increased amounts. One way to establish a minimum is through accreditation standards. Watching those changes and the number of programs that are accredited will be worthy of the time.

PLACEMENT OF GRADUATES FOR OTHER DOCTORAL PROGRAMS—COMPOSITE FOR OTHERS, PASTORAL COUNSELING, REHABILITATION COUNSELING, AND STUDENT AFFAIRS—FIRST YEAR AFTER GRADUATION

Placement during the first year after graduation shows a wide range of settings for the composite of all programs listed under "another counseling specialty." The same was fairly true with each of the three program emphases separated out.

Placement can be viewed two ways: (1) average percentage for programs making placement in given settings (not all programs placed graduates in the seven listed settings) and (2) average percentage of all graduates from all programs who were placed in a given setting. Data for both approaches are supplied in Table 19.11.

Three (25%) pastoral counseling programs supplied information. The other nine did not. Of those three, 40% of their placements were in counseling centers, 26% in private practice/agencies, and 23% in other settings. The remaining 11% of placements were in three other kinds of settings (Table 19.11).

Eleven (73%) of the rehabilitation counseling programs supplied information, and 50% of their graduates accept

positions as faculty members during the first year after graduation. Another 30% go into public agencies (Table 19.11).

Two student affairs programs supplied information, with 68% being placed in a setting other than one of the six named settings. Placement in faculty positions was 20% of the graduates (Table 19.11).

Table 19.11

Placement of Graduates from Programs Listed as "Another Counseling Specialty" --First Year after Graduation

Setting	Number Programs Making Placement in Setting	Average Percentage for Programs Making Placement in Setting	Total Number of Programs Supplying Info	Average Percentage for All Programs Supplying Info
Composite for Ones Listed as Other N = 44 Reviewed				
Counseling Center	8	26%	24	9%
Faculty	18	41%	24	31%
Managed Care (HMO/ HMP/PPO/EAP)	5	16%	24	3%
Private Practice/Agency (Licensed Practitioner/ Professional Corp./ Partnership)	17	26%	24	18%
Public Agency (United Way/CMHC/Educational Institution/ Hospital)	16	35%	24	24%
School System	7	27%	24	8%
Other	8	21%	24	7%
			Total =	100%

Table 19.11 continued

Pastoral Couns N = 12 Listed				
Counseling Center	2	60%	3	40%
Faculty	1	10%	3	3%
Managed Care (HMO/ HMP/PPO/EAP)	1	15%	3	5%
Private Practice/Agency (Licensed Practitioner/ Professional Corp./ Partnership)	3	26%	3	26%
Public Agency (United Way/CMHC/Educational Institution/ Hospital)	1	10%	3	3%
School System	0	0%	3	0%
Other	3	23%	3	23%
			Total =	100%

Rehabilitation Couns N = 15 Listed				
Counseling Center	2	18%	11	3%
Faculty	10	55%	11	50%
Managed Care (HMO/ HMP/PPO/EAP)	3	12%	11	3%
Private Practice/Agency (Licensed Practitioner/ Professional Corp./ Partnership)	7	18%	11	11%
Public Agency (United Way/CMHC/Educational Institution/ Hospital)	9	37%	11	30%
School System	2	8%	11	1%
Other	2	8%	11	1%
			Total =	99%

Table 19.11 continued

Student Affairs N = 2 Listed				
Counseling Center	1	15%	2	8%
Faculty	1	40%	2	20%
Managed Care (HMO/ HMP/PPO/EAP)	0	0%	2	0%
Private Practice/Agency (Licensed Practitioner/ Professional Corp./ Partnership)	1	10%	2	5%
Public Agency (United Way/CMHC/Educational Institution/ Hospital)	0	0%	2	0%
School System	0	0%	2	0%
Other	2	68%	2	68%
			Total =	101%

TRENDS

Graduates of doctoral programs in pastoral counseling, rehabilitation counseling, and student affairs are accepting positions in a wide range of positions.

As might be predicted, pastoral counseling graduates go into counseling centers and private practice/agencies more than any other settings.

Rehabilitation counseling graduates are going into faculty positions more than any other. This is a reflection of the increase in number of rehabilitation counseling training programs. Public agencies are the next most frequent placement setting for doctoral graduates in rehabilitation.

The student affairs doctoral graduates are going into positions primarily other than the six listed. Of those listed, the most frequently reported is faculty position.

IMPLICATIONS

Various employment settings seem to be open to doctoral graduates regardless of the program emphasis that they attend. As might be expected, placements do occur most frequently in settings that seem to be most closely related to the major.

Chapter 20

SUNSHINE OR CLOUDS ON THE HORIZON

The preceding pages have contained data about counselor and therapist preparation, not only the location and administrative units where offered, but also specifics about those programs. The number of graduates annually are in the thousands, and programs are increasing in number.

One word used in the title of this Volume II is "implications." To identify implications requires going beyond what *is* and necessitates looking at what *might be*. Look beyond the here and now and view the horizon. In this chapter we are raising some issues that may have implications for students, faculty, and administrative units in the field of mental health counseling and therapy.

The following are not crystal clear at this time nor is the potential influence fully understood. As we visualize the horizon, these points are developing and are worthy of following. Maybe in some instances they warrant more than watching; they need involvement by counselors and therapists, and possibly need modification by preparation programs so as to have counselors and therapists well prepared to accept new challenges and mental health roles.

These points are not listed in order of importance. The purpose is to raise issues about the big picture of social changes

or possible changes, and how those changes may affect counselors/therapists and programs that prepare them. Some may bring "sunshine" while others are potentially a horizon full of "clouds."

1.Control of national accreditation of counselors and therapists.

One of the major developments in recent years that has changed counselors' and therapists' preparation has been national accreditation bodies' establishment of guidelines with standards uniformly applied and high enough that most programs had to make changes in order to meet those standards. This has had positive effects on improvement of preparation.

Questions on the horizon include who controls those accreditation bodies? How? Who establishes their criteria? On what bases will those criteria be changed? Will the guidelines become not only the minimum but also the maximum? Once accredited, other than to maintain accreditation, what motivation is there for a preparation program to improve further?

2. Extent to which national accreditation is accepted.

The number of programs accredited today compared to only a few years ago is an indication of preparation programs moving toward accreditation. However, acceptance of accreditation to be effective must move to include a far larger scope of people. To what extent will licensure boards, employers, and clients look upon practitioners who have graduated from accredited programs with favoritism? To what extent will third-party payments be made to only those who have attended and graduated from an accredited program? An even more basic question is do graduates from accredited programs provide more effective counseling/therapy?

3. Extent to which professionals in mental health, in addition to MDs, are accepted in hospitals.

Psychologists are gaining hospital privileges in some hospitals (seven states). The acceptance or not of professional mental health practioners with different program emphases into

hospital settings will have an impact on public acceptance of those practitioners whether in the hospital or not. As acceptance into hospitals for practice gains acceptance, qualifications of those practitioners will need to be high. As a result, preparation programs for all practitioners may change.

4. Extent to which nurses and psychologists gain authority to prescribe medications.

The issue of prescribing medication for mental health clients is before us. Who can, for whom, under what conditions, and many more questions are related. The approval of certain mental health practitioners to prescribe medication for mental health clients can make a big change in the concept about mental health practitioners in general. In turn, preparation programs probably will need to strengthen and, in most cases, add content to existing programs. Will doing so replace some existing content or will the new be additional? If so, will that change graduation requirements, length of time in graduate school, and/or admission requirements?

5. Extent to which preparation programs will develop externally; that is, separate from recognized colleges and universities.

Almost all preparation programs studied since 1970, when we began this national research, have been administered and controlled by a recognized existing college or university. Almost all counselor/therapist preparation was done on campus when we started. Today, to a large extent, clinical experiences are offered off campus and are under the daily control and supervision of practitioners in applied settings—agencies, clinics, and other settings similar to future places of employment upon graduation.

To take this a step further, some disciplines such as psychology have established professional schools and marriage and family therapy has established training centers operated externally (separately) from existing colleges and universities. Will this type of preparation be expanded to counselors and therapists? What would be the motivation for doing so?

In addition to clinical experiences, will more of the preparation programs move from on campus to applied settings? If so, what effect will this have on the quality of preparation?

6. Changes in the national health program and the extent to which both mental health and physical health are included.

The topic in Washington regarding the national health care reform can affect each of us in many ways. As for the preparation of counselors and therapists, the extent to which mental health is included will have major significance. If mental health is included, who can provide the service? What kinds of qualifications will be needed? Under whose supervision will services be available?

If mental health is included and if existing programs are expected to offer the preparation of practitioners, will present faculty be qualified? Will colleges and universities be willing to change programs sufficiently?

7. Extent to which practitioners are accountable.

With changes occurring in national health care, will practitioners' effectiveness become a major issue? Will data obtained be used for determining referrals? What can counselors and therapists do to have an active role in accountability, its determination, and use of data?

If practitioners have to be accountable, then preparation programs also must be. How will the accountability be determined? Have preparation programs designed and done accountability studies? Have practitioners been prepared adequately for doing accountability studies? Do graduates of existing programs, to a large extent, show improvement in clients treated? Are graduates working primarily with clients with whom they are qualified to work? Have preparation programs prepared graduates to identify and work with those clients for whom the graduates are well qualified?

8. Extent to which counselors and therapists gain legal acceptance.

Licensure for counselors and therapists is gaining recognition. Licensure for counselors exists in 40 states and for psychologists in all 50 states. In national legislation, counselors and therapists are sometimes named, which gives them legal acceptance. Appearing as expert witnesses is occurring more frequently now than a few years ago. Professional organizations that represent counselors and therapists are "pushing" to have counselors identified in more state and national acts. The more legislation includes counselors and therapists, the more counselor preparation programs have to make sure the preparation adequately prepares graduates to fulfil the requirements as stated in these laws.

Laws and regulations can exclude as well as include the scope of what counselors and therapists can and/or cannot do. Once stated legally, the more consistent something becomes.

Another aspect of being given acceptance is the extent that counselors and therapists are included not only in the performance of services but also in the decision-making role. Perhaps in the past, counselors and therapists have concentrated on their ability to serve and have not placed emphases on being participants in the decision-making, policy forming body. Will this change? If it does, will counselor preparation programs need to prepare graduates for those roles?

9. Extent to which college and university administrators will provide support and encouragement to have programs gain national accreditation.

National accreditation is costly not only in dollars for accreditation visitations and membership but also in time and effort on the part of faculty and administrative units in preparation of reports and assuring that each standard is and will be met in the future.

Gaining dollars and spending the time and effort to obtain accreditation needs to be more than requesting and obtaining. College and university administrators need to show their s ipport

and offer encouragement to have programs accredited. As more demands are placed upon what seems to be the decreasing higher education dollar, the question becomes one of obtaining administrative support to upgrade, expand, and accredit counselor and therapist preparation programs.

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Composite Data by Degree Level and Programs

Master's Degree Level	Doctoral Degree Level
Community Counseling	Counseling Psychology
Marriage and Family Therapy/Counseling	Counselor Education
Mental Health Counseling	Marriage and Family Therapy
Pastoral Counseling	Pastoral Counseling
Rehabilitation Counseling	Rehabilitation Counseling
School Counseling	Student Affairs Counseling
Student Affairs Counseling	Other Counseling Specialities
Other Counseling Specialities	

Components Studied and Reported on Each Program Emphasis

- Kind of Degree
- Title of Major
- National Accreditation Held, if any
- Number of Students--enrolled and graduating yearly
- Admission Requirements
  - Tests Required and Minimum Scores
  - Number of Previous Psychology and Counseling Courses
  - Years of Work Experience
  - Number of Letters of Recommendation
  - Whether or Not an Interview is Required
- Graduation Requirements
  - Total Academic Credit Hours
  - Total Clock Hours of Clinical Experience
- Placement of Graduates (Job Settings by Percentage)

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